

Examining Factors Which Influence Expatriate Educator Turnover in  
International Schools Abroad

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## **Dedication**

I am so blessed to have been surrounded by glorious souls who have always been so encouraging in all aspects of my life. I would like to dedicate this to the instrumental people who have greatly influenced me. To my dad (Frank Gomez) who always has been in my corner in the classroom and on the sports field. Your level of investment in my life has been the key into getting to the finish line in all that I do. To my sisters (Kathy and Jenny) who have always supported me with their love but also in a gentle way have helped me manage a level of humility. To my lovely wife you have seen the ups and downs of this process and have graciously put up with all the inconveniences that are part of the process. I could not have done this without your love and support. To the family Rossier Uribe your constant encouragement over the years only solidified in my mind and heart that I am a genuine part of this kind family. To mom, I tried and just was not fast enough to match your departure. I am who I am as a person and spiritual being all because of you.

Jesus looked at them and said, “With man this is impossible, but with God all things are possible.” Matthew 19:26 (Bible)

He whose mind is fixed on My personal form, always engaged in worshiping Me with great and transcendental faith, is considered by Me to be most perfect. Krishna Chapter 12:2 (Bhagavad Gita)

### **Abstract**

The purpose of this study is to determine factors affecting the departure of expatriate teachers and expatriate administrators from international schools. The sample for this study is expatriate administrators and expatriate teachers from schools associated with the Association for the Advancement of International Education (AAIE). Expatriate teacher departure is greatly influenced by the teacher's age as well as the number of dependent children they have. Though not statistically significant, personal factors (i.e. relationships with family, retirement, and a feeling that it is time to move on) are frequently mentioned as reasons for departure. Supportive leadership and improved working conditions are both seen as potential means to pro-longing the expatriate teacher's service at the international school.

Expatriate administrators report that personal factors are influential in their reason for leaving an international position. Family concerns as well as retirement are often reported as a rationale for departure which falls under personal factors. The opportunity to professionally advance in another school is a potential reason to leave an international position as an expatriate administrator. Working conditions concerns also contribute to expatriate administrator turnover in international schools.

## Table of Contents

List of Tables .....	v
List of Figures .....	vi
Chapter 1 .....	1
Chapter 2 .....	18
Chapter 3 .....	64
Chapter 4 .....	86
Chapter 5 .....	123
References .....	150
Appendices .....	188

### **List of Tables**

1. Construct categories for survey data analysis	80
2. Expatriate teacher survey participant demographics	86
3. Additional information about expatriate teachers taking survey	87
4. Teacher Age Profile	88
5. The number of children a teacher has and the length of their tenure	89
6. Expatriate teacher's years of service and number of dependent children	90
7. Bivariate correlates of teacher duration in years	91
8. Multiple regression for number of dependent children and teacher's age	92
9. The statistical significance of number of dependent children and teacher's age	93
10. Expatriate teacher's age and the number of dependent children predicts teacher tenure	94
11. Expatriate teacher interview participant demographics	100
12. Expatriate administrator survey participant demographics	107
13. Additional information expatriate administrators taking survey	107
14. Bivariate correlates of administrator duration in years	109
15. Expatriate administrator interview participant demographics	115

## **List of Figures**

1. Factors presented in regards to expatriate teacher turnover	95
2. Primary reasons for expatriate teacher turnover (survey)	96
3. School changes to deter expatriate teacher turnover	97
4. Expatriate teacher comments related to their turnover decision	98
5. Primary reasons for expatriate teacher turnover (interview)	100
6. Interventions by the school to retain expatriate teacher	102
7. Changes which occurred after contract signed by expatriate teacher	103
8. Possible changes by the expatriate teacher to remain at school	104
9. Expatriate teacher's prerequisites to return to international school	105
10. Factors presented in regards to expatriate administrative turnover	110
11. Primary reasons for expatriate administrator turnover (survey)	111
12. School changes to deter expatriate administrator turnover	112
13. Expatriate administrator comments related to their turnover decision	113
14. Primary reasons for expatriate administrator turnover (interview)	115
15. Interventions by the school to retain expatriate administrator	117
16. Changes which occurred after contract signed by expatriate administrator	118
17. Possible changes by the expatriate administrator to remain at school	119
18. Expatriate administrator's prerequisites to return to international school	120



## **Chapter One**

### **Introduction**

#### **Background of the Study**

**Global.** In the United States close to fifteen percent of the teaching population will move from their respective positions every year (Lukens, Lyter, and Fox, 2004). Close to ten percent of all new teachers will not return after their first year. Approximately thirty percent will not make it through their first three years as an educator (Marvel, Lyter, Peltola, Strizek, Morton and Rowland, 2007). Principals of public and private schools resemble the turnover rates of their teaching peers. Battle and Gruber (2010) show that close to twelve percent of the school leaders in public schools leave their positions annually. Another six percent move to other schools and an additional three percent of principals depart but do not report where or why. In private schools, principals with less than three years of service leave at a rate of sixteen percent per year (Battle and Gruber, 2010).

Around the world the annual rate of teacher change varies from five to thirty percent (MacDonald, 1999). Data on global turnover for administrative leaders better known as “principals” is limited but there are suggestions that in certain countries the rate of departure can be as high as fifty percent for those principals with less than five years of service (Wylie, 1999). Some researchers look at the turnover rates of principals and suggest there are shortages of professionals who are available to perform the duties associated with the position (Whitaker, 2003). Recent reform movements in education attempt to raise student attendance and achievement levels (Sahlberg, 2010; UNESCO, 2002; NCLB, 2001). This desire to improve student learning is relying on professionals

who will implement the necessary programs. Most other industries seemingly can adjust to this consistent rate of movement but education's yearly movement is seen as putting itself and their countries of residence into a serious predicament (Budig, 2006; Colgan 2004).

In the United States, turnover occurs with greater frequency in particular school settings which are typically defined by student and community demographics. Every year private schools tend to realize greater teacher movement in comparison to their public counterparts (Luekens et al., 2004; Ingersoll, 2001). Approximately twenty percent of the educator population in private schools leave their positions to work elsewhere annually (Provasnik and Dorfman, 2005; Lukens et al., 2004). Globally, rural locations traditionally struggle with issues of attracting and retaining educational staff (Benell and Akyeampong, 2007; Ingersoll, 2004). The highest rates of professional movement among educators in the United States can be found in schools serving communities existing in poverty. The School Leaders Network (SLN, 2014) found that over twenty five percent of principals working in high poverty schools depart annually. Estimations that schools working with an impoverished populations run the risk of procuring a fifty percent increase in teacher turnover in comparison to the national average (Darling Hammond, 2003; Ingersoll, 2001). This description of movement is similar in other countries who struggle to find educators to assist these economically challenged communities and schools (Benell and Akyeampong, 2007; Smithers and Robinson, 2005). The United States' national agendas to assist at risk students raise their achievement levels have actually added stress to the teachers at such schools. The outcomes have been mixed for their achievement levels and the educators responsible for

these students often times leave the schools in search of better working conditions and support (Clotfelter, Ladd, Vigdor, and Diaz, 2004).

Principal roles are changing outside the United States due to increased expectations by local and national authorities. This increase in expectations has added to the demands made on the principals overseeing the schools and thus creating shortages of school leadership in several countries (Whitaker, 2003). The ability of local and national leaders to implement such programs and policies depends on a stable workforce of educators regardless of the setting.

Teacher and administrator turnover provides statistical information which is far from promising. The importance of understanding how this phenomenon is created has provided many researchers with the impetus to further investigate. In some cases the simple acknowledgement and adjustment to the issue of turnover lowers the annual occurrence, shrinks fiscal costs and lessens the negative effects it places on the student populations (Brooks-Young, 2007).

The vast majority of information looking at educator movement/turnover, and in particular the associative factors, have typically come from schools and school personnel working in organizations in connection with national and regional government agencies. The reasons behind the movement of over fifteen percent of the teaching force and a similar amount of administrators are consistently documented. Concerns about salary, working conditions and a lack of quality preparation prior to entering the profession are all high on the lists of rationales for leaving the positions of teacher and administrator (Benell and Akyeampong, 2007; Mulkeen, 2007; Provasnik and Dorfman, 2005; Hertling, 2001; Yerkes and Guaglianone, 1998). In fact those who transfer from one

teaching location to another typically do so due to issues relating to salary and working conditions (Mpokosa, Ndaruhutse, McBride, Nock, and Penson, 2008; Dove, 2004; Hunt and Carroll, 2002). Beteille, Kalogrides, and Loeb, (2012) suggests that administrative leaders move to work in communities of greater affluence and greater success in academic performance. Hence, as mentioned earlier, many teachers and administrators move from poorer schools and districts to those with greater opportunities, only enhancing the disparity between communities with a bank of resources and those who deal with the issues surrounding poverty (Beteille et al., 2012; Snyder, Tan, and Hoffman, 2006; Norton, 2002; Ingersoll, 2001). The data about educator movement provides local school management as well as governing bodies with a base of factors relating to the issue of finding some form of resolution.

A substantial number of researchers from both the United States and from various parts of the world report that the influences of low compensation is of great concern (Tekleselassie and Villarreal, 2011; Chen, 2009; Hancock and Mueller, 2009; Hanushek, Johnson, and Birkeland, 2003). Often the difficult working conditions associated with teaching and administrating are presented as a reason to leave the profession (Mascall and Leithwood 2010; Grubb and Flessa, 2006; Smithers and Robinson, 2005; Carroll, Fulton, Abercrombie, and Yoon, 2004). The effects of poor or absent leadership tend to lead to greater turnover at the school site (Conley and Cooper 2011; Exstrom, 2009; Weiqi, 2007; Kayuni and Tambulasi, 2007). Many scholars propose that by focusing on some or all of the aforementioned factors in connection with educator movement, that institutions could minimize the attrition levels of valuable staff and the damage it produces (SLN, 2014; Darling-Hammond, Wei, and Andree, 2009; Ngare, 2008; Gorard,

Huat See, Smith, and White, 2007). Besides the issues of compensation, working conditions and leadership, other reasons for educator turnover are also of interest.

Factors outside the categories of pay, difficult working environments and lack of supervisory support are part of the findings, but not as frequent. Concerns regarding familial issues are voiced by both administrators and teachers (Marvel et al., 2007; Day, Elliot, and Kington, 2005; Provasnik and Dorfman, 2005; Wylie, 1999). The desire to find greater options for professional development is enough to move the educator to another school (Chen, 2009; Papa 2007; Howe, 2006). A lack of community respect for the position of educator is mentioned by teachers and administrators as a possible cause for turnover (Wang, 2007; Budig, 2006; Norton 2002). A problem with educator programs which fail to prepare professionals for their profession is also seen as a reason why young educators do not survive the first few years of their career (Mulkeen, 2007; Statistics Iceland, 2007; Darling-Hammond, 2003). On the other end of the spectrum, retirement is one of the major contributors to educator turnover around the world (Battle and Gruber, 2010; Marvel et al., 2007; Webster, Wooden, and Marks, 2006). Inclusion of these issues is an important part of the attempt to solve the problem of educator turnover.

Solutions utilizing these areas as the basis of a remedy show some success in managing professional turnover as well as raising student achievement levels (Silva, 2008). The public as well as school professionals should be given the opportunity to fully investigate and contribute to the process of finding a solution to the problem of educator turnover as it applies to their particular community (Kruse and Seashore 2008; Mpokosa et al., 2008; Ingersoll, 2001). The attempt to solve the issue by simply focusing

on one of the recognized issues is limiting in approach when dealing with this complex issue (Iosava, 2010; Thouron, 2009; Darling-Hammond, 2003; Wright, 2001).

The monetary cost in association with educator turnover is estimated at seven billion dollars a year in the United States (Carroll, 2007). To recruit, hire and replace an administrator it is estimated to cost \$75, 000.00 (SLN, 2014). This large amount of money complements the loss in student academic gains (Miller, 2013; Beteille et al., 2012; Darling-Hammond, 2003). To approach the problem in a reactive manner without a better understanding of the issue and the environment it resides in would be seemingly futile. There are unsuccessful attempts to overcome the turnover issue, such as fast tracking university students in the credentialing process to become teachers (Wright, 2001). Hence, the creation of a greater number of teachers available but the fast track teachers are more than twice as likely to depart from the teaching profession in less than three years (Darling-Hammond, 2003). The idea to simply increase education budgets and pay more money in regards to teacher's salaries has not brought the type of results to deem the approach as a complete success (Iosava, 2010). There are suggestions by scholars to retain administrators by manipulating compensatory levels (Pijanowski, Hewit, Brady, 2009; Papa, 2007). Others suggest that a holistic approach which takes into account overarching concerns would be a better long term alternative (Whitaker, 2003; Hertling, 2001; Yerkes and Guaglianone, 1998). With classroom teachers, successful attempts to slow or stop their movement from their respective schools is promising when the areas of compensation, working conditions and professional support are included in the retention plan. Unfortunately, this type of plan is greater in costs than a school, nor a district can typically afford (Silva, 2008).

Very few schools are immune to this problem. In fact the international school community provides a small amount of information regarding staffing statistics. Reeves and Wigford (2008) present the perspective that the world is changing and for international schools, the burden of teacher shortages and turnover is about to become a reality to contend with in the very near future.

**International Schools.** In 1964 the number of academic institutions serving the children of families of foreign diplomats is reported at approximately fifty schools (Hayden and Thompson, 1995; Joinetz and Harris, 1991).

Hayden and Thompson (2008) state that:

Although international schools grew relatively steadily in number throughout the twentieth century, they were little known beyond the communities of multinational organizations, diplomats and others directly involved with or influenced by the educational experience they provided. In recent years their numbers have increased more markedly. The effects of globalization, as more multinational organizations require their employees to move around the world for short-term placements in different locations, have led to an increased need for such schools, partly for pragmatic reasons and partly as a response to the increasing perception of education as an international commodity.

At the same time, the growing dominance of English as the main “international language” has led globally-mobile families of non-first language English origin to value English medium education for their children. Not all governments will allow those who will be referred to here as “host country nationals” (non-expatriates) to attend the international schools within their borders. In some

countries that do, a relatively recent phenomenon has been the growth in numbers of socio-economically advantaged families choosing to send their children to an English medium international school as a means of gaining a “competitive edge” through, for instance, access to higher education in English medium universities in North America or the United Kingdom (Hayden and Thompson, 2008).

By providing quality programming and maintaining high academic standards, international schools understand and meet the demands of their clients and continue to grow at a robust level. The success of these types of schools is demonstrated by their consistent growth over the past forty years (Brummitt, 2007). Currently the tally of schools deemed as “international” is well over eight thousand and growing in lucrative locations such as China, Europe and many other parts of the world (ISC, 2016). Much is understood about the populations who attend these institutions as students, but little is known regarding the professionals who sometimes travel half way around the world to teach and administer in an international school.

Investigations into those who choose to work as expatriate educators center on who they might be, what inspires them and how they are hired. Expatriate educators seek a life changing occupation (Wagner and Westaby, 2009; Reeves and Wigford, 2008). Typically their training, abilities and methods as teachers and administrators are highly prized attributes for international schools (Prosek, 2007; Scott, 2007). The inherent challenges of working and living abroad provides the stimulus for great personal growth for the international educator (Paige, Fry, Stallman, Josie, and Jon, 2009; Trice, 2004). International schools process for identifying and vetting potential educator candidates is an expedient process. With today’s technology, a video conference originating from a



board room in China could be interviewing a candidate in their kitchen in California (Agnvall, 2007). The frenetic energy in connection with professional international education fairs, where application, interview and possible job offer could take place in a few hours, is a popular occurrence all over the world (Maroney, 2000; Rabbitt, 1992). International schools looking for qualified applicants from the United States, Canada, Australia and the United Kingdom frequently attend job fairs to fill vacancies for the coming year. According to the organizations putting on these events, participants prefer the fair's efficiency and effectiveness (ISS, 2008; Maroney, 2000). Regardless of the method, the aim of procuring signals (Spence, 2001) and solidifying a contractual agreement with the employment candidate as fast as possible (to avoid losing that top applicant to another school) is an immense responsibility for school leaders and human resource directors. Finding the right person for the position at the right time requires the quick acquisition of data or signals to present a plausible reason to hire. The issue for the school administrator or senior management making these kinds of decisions is to fill an immediate vacancy in staffing. This important decision could be more difficult if the predicted shortages of quality educators comes to fruition (Reeves and Wigford, 2008).

The few recently created reports from researchers focusing on international schools and educator turnover demonstrates similar findings to those found in the United States and worldwide for teachers (Mancuso, Roberts, and White, 2010; Odland and Ruzicka, 2009). As for administrators, anecdotal information supports the concerns for shortages as well as attrition for the position of principal (Hancock and Mueller, 2009; Mulkeen, 2007; Brooking, Collins, Court and O'Neil, 2003). Once again compensation, working conditions and support from the school and the school's leadership are common

replies to the reasons for leaving. The difference for teachers, subtle as it may be, tends to make leadership of primary focus in both studies as one of the leading causal factors (Mancuso et al., 2010; Odland and Ruzicka, 2009). This small shift in reference may offer some insight to a factor which could assist these types of schools with this particular issue. Needless to say, the limited body of research on this particular topic (Odland and Ruzicka, 2009) should be the impetus for further investigation to better serve these school professionals (Mancuso et al., 2010).

### **Conceptual Underpinnings for the Study**

When looking at a study to determine why educators leave their professional position, the theories which associate with employee turnover come to mind. In their work about Organizational Theory, March and Simon (1958) begin the assessment of what we today describe as professional turnover. Their objective is to study the human behaviors, such as decision making, which take place in the field of business. Through their development of Organizational Theory, employee mobility is in connection with the aspiration for change as well as the level of difficulty necessary to make such a change (March and Simon, 1958). March and Simon's influence is duly noted throughout the construction of recent research looking at employee mobility.

Stemming from March and Simon's (1958) Organizational Theory is Mobley's (1977) Intermediate Linkages Model. This theory constructs a relation with the employee's dissatisfaction with their current labor position, which leads to a decision based on costs and benefits of the current position and that of other possible future positions. From this process comes the penultimate decision to leave the current position or to possibly stay in that particular position. In 1991 Hom and Griffeth expand upon the

research of Mobley (1977) in the field of employee turnover. Hom and Griffeth's (1991) Alternative Linkage Model of Turnover shows that the deciding factor to quit or to move, from an employment position, may not fit into an easily described conceptual box. They suggest that dissatisfaction may not be the only reason for employee turnover. They find that in certain circumstances the employee may decide to move or stay due to positive circumstances with an employer and possibly in the labor market (Hom and Griffeth, 1991). The Alternative Linkage Model of Turnover embraces the possibility that professional movement is an outcome influenced by variables which might not be easily predicted.

The research stemming from Hom and Griffeth's (1991) Alternative Linkage Model of Turnover demonstrates greater complexity and a depth of possible understandings about professional turnover. Importantly, the author's suggestion that decision making might very well be explained by unforeseen variables aligns with this study. It is of note that the Alternative Linkage Model of Hom and Griffeth only predicts about thirteen percent of the turnover variance which is similar to other models on employee movement which stem from March and Simon's (1958) Organizational Theory (Hom and Griffeth, 1995).

Around the world there is a sentiment of concern that a stable workforce in the area of education is not something that is easily accomplishable (Mulkeen, 2007, Whitaker, 2003, MacDonald, 1999). In the United States, large sums of data suggest that teachers and administrators are on the move on an annual basis (Ingersoll, 2001, Bowles, King, and Crow, 2000). Hayden and Thompson (1995) recognize that international school educators are a transient population by nature. There is a limited amount of

research on the subject of expatriate educator movement (Mancuso et al., 2010; Odland and Ruzicka, 2009). It would seem that a model, such as Hom and Griffeth's Alternative Linkage Model, allowing for a broad based approach would be useful to further explore expatriate teacher and expatriate administrator turnover.

The choice to stay or leave an employment position especially in the field of education affects not only the employee and their family but a number of other stakeholders (Mpokosa et al., 2008; Weiqi, 2007; Brooks-Young, 2007; Budig, 2006; White and Smith, 2005; Colgan, 2004). Due to government financing of research, educator turnover is a topic of great interest in the United States. The data on the topic of educator movement is substantial enough that national and local policy comes from these findings.

This study attempts to identify factors affecting the decisions of the departing expatriate teachers and expatriate administrators. This act of making a decision to change employment relies on the professional's ability to build a case with relevant data in regards to their particular circumstances. The competence of the individual to weigh the costs and benefits and then to choose an outcome regarding their placement in an educational institution is related to a wide range of reasons and influences. International schools have a small pocket of data available when it comes to educator turnover (Mancuso et al., 2010, Odland and Ruzicka, 2009). The lack of depth in this field of study is the prelude to furthering research on educator turnover and to further substantiate the rationale behind the movement in international schools.

The Alternative Linkage Model of Turnover by Homs and Griffeth (1991) allows for a structure to take into consideration factors associated with employee turnover which

may come from unforeseen influences and situations both inside and outside the workplace. The model is seen as a flexible yet pragmatic way to attempt this study which is looking at an issue and a community which does not have a deep past of relevant data on the topic of employee turnover. This model seemingly invites factors to become relevant throughout the process of discovery.

### **Purpose of the Study**

The purpose of the study is to determine factors which influence expatriate teacher and expatriate administrator turnover in international schools who fall under the organizational structures of the Association for the Advancement of International Education (AAIE). As it states on their website:

“Designed to meet the diverse needs of its membership, AAIE endeavors through its many services to connect people, ideas, and resources worldwide. It does this by providing opportunities for professional development, personal growth, and networking, all with an emphasis on international school leadership” (AAIE, 2014).

### **Research Questions**

1. What are the factors associated with expatriate administrator turnover in international schools?
2. What are the factors associated with expatriate teacher turnover in international schools?

### **Key Terms**

Attrition rate: The premature and voluntary departure of teachers from their places of employment. (Gritz and Theobald 1996)

Administrative leadership: The person directly in charge of students, staff, teachers.

They are also responsible for instructional oversight and the application of school rules and policy.

Educator Turnover: The attrition of educators and the need to replace them with candidates of similar professional stature. (Darling Hammond, 2003)

Human Capital: The abilities and skills of any individual, especially those acquired through investment in education and training that enhance potential income earning (Dictionary.com, 2011).

International Schools: A typical international school teaches wholly or partly in English, functions independently, and typically serves a selective population. (ISC, 2010, Hayden and Thompson, 1995)

Retention: The power and capacity to retain educators. (NCTAF, 2002)

Senior management: The person or persons who oversee the function of a school and those they have hired. These are the directors of the administrative leaders who could be titled: Chief executive officer (CEO), Board of directors, Owner/Operator, or Superintendent.

Signaling: The idea that one party conveys meaningful information to another party receiving that information. (Spence, 2001)

### **Significance of the Study**

In the United States, Barnes, Crowe, and Schaefer (2007) suggest that the cost of educator turnover in public schools is approximately \$7.3 billion a year. The authors find that a single teacher replacement will cost approximately eighteen thousand dollars at the time of the teacher's departure. The School Leaders Network (2014)

suggests that seventy five thousand dollars is needed to replace principals when they chose to leave their respective positions. Education for All goals in developing countries in Asia and Africa calls for 18 million more teachers by the year 2015 (Education International, 2008). The high turnover in Asia and Africa places the aforementioned recruitment goal in doubt and is costly in terms of monetary expense and a disruption to student achievement (Mpokosa et al., 2008). In both Africa and Asia the low performance levels found in rural locations in comparison to urban locations is quite noticeable (EI, 2008). The ability to maintain a consistent workforce of educators in the rural sectors of these continents has been very difficult and duly noted (EI, 2008; Mpokosa et al., 2010; Mulkeen, 2007; Sargent and Hannum, 2003). In China the loss of secondary teachers is recognized as a serious detriment to student achievement levels (Weiqi, 2008). This is similar to a report in the OEC's thirty two country investigation better known as the PISA (White and Smith, 2005; OECD, 2001b). The OECD explains that the turnover of educators creates shortages which affect the filling of necessary teaching positions by small schools and in turn may have a negative effect on the achievement of the students (White and Smith, 2005). Administrative turnover can be highly detrimental to lower socioeconomic children and lower achieving schools (Beteille et al., 2012). The economic and human capital waste due to teacher and administrator turnover is a serious concern.

The studies by Odland and Ruzicka (2009) and Mancuso et al. (2010) provide a good starting point to address the issue of expatriate teacher turnover. Expatriate administer data is limited in comparison to that of expatriate teacher research. Data outside of the international schools sector suggests that teacher and administrator

turnover can negatively affect the success of academic achievement in the schools where the attrition rate is consistently high (Beitelle et al., 2012; Mpkosa and Ndaruhutse, 2008; Darling-Hammond and Sykes, 2003). Hayden and Thompson, (2008) as well as Reeves and Wigford, (2008) suggest that expatriate educator turnover in international schools is a concern. This concern comes from the aforementioned suggestion that educator turnover has been shown to lower student achievement levels. The obvious gaps in research on this topic by the international school community has left their student population open to the possible consequences of inaction.

### **Summary**

In many parts of the world teacher and school administrator turnover is a common concern (Leukens, et al., 2004; Whitaker, 2000; MacDonald, 1999; Wylie, 1999). A reciprocal effect occurs when schools lose administrators as they also tend to lose teachers (Beteille, et al., 2012; Anderson, 2008). The annual turnover of educators in the world is high enough that major time and resources are needed to better understand the problem (SLN, 2014; Benell and Akyeampong, 2007; Smithers and Robinson, 2005). The cost to search for quality candidates, as well as train the new replacements, is detrimental to local and national education budgets (SLN, 2014; Carroll, 2007). The most influential outcome for educator turnover is that when administrators or teachers continually leave a school, the students of those schools typically struggle to achieve academically (Miller, 2013; Beteille et al., 2012; Darling-Hammond, 2003). There is consistent data that shows that the primary factors of compensation, working conditions, inadequate preparation and insufficient support from leadership are the primary reasons given to substantiate teacher and administrator turnover.



International schools have some studies looking at expatriate teacher turnover (Mancuso, et al. 2010; Odland and Ruzicka, 2009). International schools continue to grow at exceptional rates around the world (ISC, 2016). The ability to procure quality expatriate educators for these unique schools is of utmost importance. For this study the Alternative Linkage Model of Turnover (Hom and Griffeth, 1991) provides a framework to investigate the reasons for turnover of the expatriate teachers and expatriate administrators in their international school settings.

## **Chapter Two**

### **Literature Review**

The education profession receives significant admiration from the general public. In the United States the position of teacher is given the ranking of fifth most admired profession by Forbes Magazine (Van Riper, 2006). Half way around the world the sentiment is the same as researchers in China find that the burgeoning middle class recognizes the professions of professor and teacher as some of their most admirable occupations (Unger, 2006). Others recognize administrators as “heroes” for their commitment to a very difficult profession (Yerkes and Guaglianone, 1998). It could be that the admiration stems from the value of the work educators perform and the effect they have on society (Cookson, 2005). It could also be the fact that most people cannot imagine performing such a task with a classroom full of children or young adults (McBride, 2001). With an average rate of five percent to thirty percent of movement for teaching professionals around the world (MacDonald, 1999) those who are on the receiving end of such admiration are engaged in a profession which clearly challenges their persistence to continue.

Educators work in many different facets of what we commonly call “schools”. The data collection regarding teacher and administrator attrition rates is typically from schools and districts under the auspices of a governing body (local or national). “International” schools typically function on a much more independent level in comparison to their “non-international” counterparts (Hayden and Thompson, 1995). With private funding, international schools continue to experience great growth over the past few decades (Brummitt, 2007). Research and dialogue regarding these schools

typically revolves around curriculum options such as International Baccalaureate (Fox, 1985) or English as a Second Language (Sears, 1998). The topic of improving academic procedure is also a large part of the focus found in international school investigations (Allen 2000; Teddlie, 2000). When it comes to the professionals who work in overseas positions the literature most often presents itself as a recruitment tool for possible teaching candidates. Those who might have interest could easily locate information regarding the possibility of teaching or administrating in schools overseas (Scott 2007; Hastings and Jenkins, 2006; Rabbitt, 1992). Data from international schools out of the perspective of personnel or human resources are not as plentiful as the aforementioned topics. The vast amount of research data regarding educator turnover comes from private and public institutions not recognized as “international”.

### **Global Educator Turnover (Non-International Schools and Non USA Schools)**

On a global level, the investigations regarding teacher turnover and administrator turnover are different in terms of quantity and comprehensiveness. The focus of teacher turnover typically falls into three categories. The initial category is related to the severity or amount of educator turnover. The next category reviews the factors associated with teacher turnover and why the phenomenon occurs amongst teaching professionals and schools. Finally, many investigators consider the issue on a regional level and provide suggestions on how to best overcome or at least slow down the issue. The focus of school level administrators and their turnover, provides some information suggesting there might be a problem and that the issue is based on some plausible reasons why schools struggle to recruit and retain quality leadership. These “principals” or “school heads” directly supervise the classroom teachers, the implementation of curriculum, as

well as oversee the daily operations of the grade levels they are assigned. The variety of reports from around the world lends credence to the fact that it is a transnational occurrence.

**Severity.** The collection of findings on educator turnover in the world would be difficult to process and amalgamate. This is largely due to different approaches and explanations from this research which could put into question the level of validity. MacDonald (1999) after an intensive literary review of the topic suggests the rate of professional movement for educators is between five percent and thirty percent. Certain aspects of research suggest that higher losses continue to plague schools and countries. In England, Smithers and Robinson (2005) find that approximately fifty percent of the teachers in their first five years of teaching exit from their position and the profession. Ewing and Smith (2002) suggests that teacher turnover falls within twenty percent to fifty percent during the first three to five years of service for new educators. Smithers and Robinson (2005) further delineate that 14.7 percent of primary teachers as well as 12.5 percent of secondary teachers annually depart from their schools in search of better options. Countries like Sweden, Germany and New Zealand, all members of the Organization for Economic Cooperation and Development (OECD), report that the problem is growing at a concerning rate (Santiago, 2001). Kucera and Stauffer (2003) recognize that Switzerland maintains a five percent to eleven percent national rate of turnover and that the average amongst younger teachers is twenty percent to forty percent during the first two years of service. During an investigative period the New Zealand Ministry of Education reports that teachers leave at a rate between eleven percent to almost fourteen percent per year. Nordic OECD countries such as Iceland report a

seventeen percent turnover rate for educators (Statistics Iceland, 2007). The country of Norway posts a far lower total of ten percent per year of annual teacher departure (Falch and Ronning, 2005). Economically and politically stable countries are able to adapt their teaching force even in the face of annual departures. Countries who suffer from instability in the areas of economics and politics have much to lose in terms of education and national progress.

Mpokosa et al. (2008) investigate the staffing and support of schools in developing countries. Their estimates suggest that the developing countries of the world need to have 18 million new primary grade teachers by the year 2015 to meet the Education for All (EFA) goals set by UNESCO (UNESCO, 2002). These are some impressive numbers when considering the amount of shortages and turnover found in Africa and South Asia. Bennell and Akyeampong (2007) looking at Sub Saharan Africa and South Asia find high rates of attrition throughout these regions as well as an exhaustive level of shortages in rural communities. Ironically, the poor economies of most of these countries in these regions hold teachers to their positions as other employment options are difficult to find (Bennell and Akyeampong, 2007). South Africa (Xaba, 2003), Zambia, Papua New Guinea and Malawi have shown that the problem is at a state of catastrophic proportions (Kayuni and Tambulasi, 2007). Malawi's Ministry of Education recognizes the problem by identifying the need of 9,000 new primary teachers a year while the national universities are producing only 4,000 a year (Kayuni and Tambulasi, 2007). In Botswana, the turnover rate is found to be reasonable at eight percent but a large percentage of that turnover (around fifty percent) is found in the very important specialty area of agriculture (Subair and Mojaphoko, 1999). In Central Asia,

countries such as Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan are especially hard hit by teacher turnover and shortages as these countries gained liberation from the structure of soviet oversight. Deyoung (2006) looking at educational problems in the post-soviet era for Central Asian countries, finds that the economic support structure for education is simply a part of the past and many teachers leave to find professional opportunities elsewhere. Many schools and students in these countries are left with little infrastructure and a lack of capable teaching personnel (Deyoung, 2006).

The negative effects on student achievement are consistently reported by those who study teacher turnover. In China, Weigi (2008) presents the issue of high turnover for secondary teachers and the resultant lower performance levels of their students. In Sub Sahara Africa, Mpkos and Ndaruhutse (2008) recognize that the act of teacher turnover is not only of great monetary expense but more importantly a detriment to student achievement. In studies utilizing data from the Program of International Assessment (PISA), the OECD finds that shortages in connection with turnover contributes to poor performance levels for those effected students (White and Smith, 2005). Low and falling achievement in schools in China and in Norway has encouraged teachers to look for schools of greater success which further aggravates the disparity between successful and unsuccessful students (Weiqi, 2008; Falch and Ronnig, 2005).

Principal data is quite limited. The New Zealand Ministry of Education reports that leadership change is as low as four percent and as high as 12.3 percent during the same time period (OECD, 2010). Wylie (1999) suggests that in less than a five year period of time up to fifty percent of the principals will leave their position. With a lack of hard data, other investigators provide information which offers cause for concern related

to school leadership and the concept of turnover. Anderson (2008) presents the great value of long term administrators in Latin America and the effects on teachers and students when a schools loses the administrator. Brooking, et al. (2003) recognizes the inability to recruit school leadership as a “crisis”. Hancock and Muller (2009) suggest that the recruitment and the retaining of qualified school leadership is a “formidable challenge”. Around the world the issue of shortages and turnover for the education profession is an often times assumed concept. In terms of teacher turnover, this assumption produces an ample amount of data which are gathered and used to better understand why the phenomenon is connected to the profession.

Anderson (2008) emphasizes that when administrative turnover occurs at a school, the chances are that teachers will also be departing. The author also suggests that administrative attrition also contributes to lower achievement levels for the students (Anderson, 2008). Wills (2016) offers a similar explanation related to schools in South Africa where turnover by principals contributes to poor student progress in the classroom. Leung and Lee (2006) conducting a study in China find that the administrator attrition often leads to teacher attrition and this leads to lower levels of academic achievement in Chinese schools. The issue of teacher and administrator turnover is a problem which effects the success of the students who are enrolled in schools where educator attrition is a consistent concern.

**Associative factors.** The concept of why the world encounters an annual teacher migration rate of anywhere between five percent to thirty percent (MacDonald, 1999) consistently receives a fair amount of attention. This is complemented by limited information on administrators suggesting that there are shortages which affect schools,

students and even communities (Mulkeen, 2007; Brooking et al., 2003; Whitaker, 2003). The related factors associated with educator movement typically fall into the three separate categories of compensation, working conditions and support from leadership and management. These categories are similar to the findings of Tekleselassie and Villareal, (2011); Ingersoll (2004); Hunt and Carroll (2002); USDE/NCES (2001); Yerkes and Guaglianone (1998) and many other United States based researchers. Like the data in the United States, the topic of compensation, often tops the lists when looking at the global rationale for educator turnover.

The amount educators receive for the work they perform is a variable of great importance in terms of retaining professionals in schools. In Sub Saharan Africa and South Asia this is a consistently challenging issue (Bennell and Akyeampong, 2007). In countries such as Botswana the poor pay and the inability to advance professionally makes education a difficult profession to staff (Subair and Mojaphoko, 1999). Similarly in England, Dolton and Chung (2004) show that the rate of pay for teachers in comparison to other occupations has fallen over time making the profession less attractive to potential teaching candidates. Kayuni and Tambulasi (2007) suggests that low teacher pay along with limited health care coverage and living arrangements for rural teachers in Malawi contributes to the levels of professional departure. In comparison in rural China the amount of pay is not necessarily the most pressing concern. According to Sargent and Hannum, (2003) the concern from teachers in rural China is the fact that payment is not on time or possibly never arrives at all. The outcome is that very few young teachers are willing to travel to rural locations and those that do, remain at the position only for a short period of time (Sargent and Hannum, 2003). The act of losing



teachers due to low pay is not relegated to rural locations in China. Chen (2009) finds that teachers in middle schools are leaving the institutions and profession all together due to low pay and difficult working conditions. In Australia pay is not competitive enough with the private sector to retain teachers in the area of mathematics and science (Webster et al., 2006). Similar to the teacher's struggles to earn a fare wage for their profession, school leadership is also at odds with the amount they are receiving for their professional services.

Administrators are not immune to the association of moving from one school to another or even leaving the profession all together due to compensatory concerns. School leaders in England's public schools are making great strides to receive compensation equal to their private school counterparts as it relates to salary (Barker, 2010). Unfortunately forty seven percent of surveyed school heads in England suggest that they are dissatisfied with the amount of their increase in pay (Exley and Stewart, 2014). It should be noted that throughout the European continent, salary cuts and freezes are a common practice for a large sector of public employees in order for governments to reach financial goals and decisions (M2 Presswire, 2014). Hancock and Muller (2009) find that possible candidates for future administrative positions are not attracted to the profession due to the salary levels available in combination with the depths of responsibility within the position. In Kenya principals/school heads request the government support a one hundred percent increase in salaries due to the increase of responsibilities related to the position and the implementation of new government issued performance contracts (Ngare, 2008). Though salary seems to be a primary motivator for teachers and administrators to be on the move, their perceived conditions of their duties

and position at their respective schools is also a frequent rationale for changes in their professional careers. The category of working conditions comes up frequently as a possible reason for educator turnover outside the United States.

Working conditions typically are identified by where the schools are located, and what the schools have to offer in terms of resources and as an environment. Working conditions also fall into the responsibilities associated with the position of educator. Malawi primary schools hold a student to teacher ratio of one hundred and six to one (GoM, 2005). These same schools are limited in resources and are described as “dilapidated and neglected” (Kayuni and Tambulasi, 2007). Similar complaints of difficult working conditions and workloads are presented by agricultural teachers in Botswana who also deal with difficult living conditions (Subair and Mojaphoko, 1999). In China, Wang (2007) suggests that teacher loss to the private sector is partially to blame due to poor working conditions. Another investigation in China, (Weiqi, 2007) finds that heavy workloads with low performing students and limited resources contribute to low levels of motivation for teachers. Sargent and Hannum (2003) found that in rural/village community schools in China, teachers are less satisfied and more likely to depart from schools that lack the resources which support student and teacher endeavors in the classroom. Chinese teachers are not the only group to report concerns about student performance levels.

Norway is seeing a large shift of teachers moving from low performing schools to high performing schools (Falch and Ronning, 2005). At an UNESCO conference for education, reports suggest that teachers are burning out and leaving the profession due to difficult working conditions coming from national reform movements (Tedesco, 1997).

In 2005 European nations continue to push the issue of reform movements in education which place greater responsibilities on the teacher's shoulders. A consensus of formulating a fair workload in terms of time with the asset of a fair salary is still a concern in Europe (ETUCE, 2005). Kremer, Chaudhury, Rogers, Muralidharan, and Hammer (2004) find that in India, pay does not make a difference in the levels of absenteeism of the teachers, but better infrastructure within the schools sites lowers the professional nonattendance issue. Deyoung's (2006) research into education in Central Asia since the 1990s, finds that conditions in schools have deteriorated after independence from prior Soviet control. The process of resource distribution and availability, in countries such as Kazakhstan and Turkmenistan, has a history of being part of the prior educational system of the Soviet Union. Working conditions in schools in these countries are very difficult since the change in political systems (Deyoung, 2006). Like the teachers they lead, administrators struggle with the tasks associated with their profession. The difficult work conditions are strong enough to motivate the school leaders to move on to other positions and professions.

Galloway, Panckhurst, Boswell, Boswell, and Green (1986) report that administrators in New Zealand are under great stress due to time management issues, administrative tasks associated with the position and interpersonal relationships which can be quite challenging due to the nature of the job. Wylie (1999) finds that in New Zealand, school leaders are overwhelmed just by the tasks associated with paperwork and administration along with an ever increasing workload. In Belgium administrators struggle with the conflict of taking care of what is assigned to them and not being able to do what they have been trained to accomplish (Engelsa, Hottona, Devosb,

Bouckenoogheb, and Aeltermanc, (2008). Primary school administrators are particularly bothered by the immensity of their workloads at their schools in Belgium (Vandenberghe, Daniëls, Dierynck, and Joris, 2003). In Australia, school heads are having to do more with less. Milburn (2012) shows how principals are having to cut back non-teaching services (i.e. custodial, secretarial, etc.) to meet budgetary concerns. The tasks associated with the non-teaching professionals are sometimes having to be completed by the administrator themselves (Milburn, 2012). The workload stress for British administrators causes these professionals to compete with medical doctors in regards to absenteeism from their place of work. Shaw (2005) finds that forty percent of English school heads sick leave time is due to stress from their careers. In fact many administrators in England are willing to take a pension pay cut to retire early due to their poor health caused by their working conditions (Milne, 2008). This is similar to the findings of Ngari, Ndungu, Mwonya, Ngumi, Mumiukha, Chepchieng and Kariuki (2013) in Kenya whom suggests that mental health concerns for overworked administrators is a key component to the position's turnover concerns. Akech and Simatwa (2010) paint a graphic picture of deprivation regarding the overcrowded primary schools of Kenya. Administrators are facing poor facilities, lack of necessary resources, uncooperative students and parents as well as negligent levels of funding. With all of the aforementioned concerns, it is no wonder why countries would have a hard time finding professionals to take over for the departing administrators (Shepherd, 2010; Whitaker, 2003; Wylie, 1999).

Working conditions are recognized as a strong influential factor for teacher and administrator turnover (Ngari et al. (2013); Wang, 2007; ETUCE, 2005; Whitaker, 2003).

The ability to improve or worsen working conditions may be directly related to those who are in charge of education in their country as well as at the school site. Findings from many studies imply or explicitly place the burden of responsibility on school site, local and national leadership for the problems associated with educational turnover. The practices of leadership on national and local levels have at times a negative influence on the rate of turnover in the teaching profession. Day, et al. (2005) indicate that many teachers in the UK and Australia are choosing different professional paths due to the level of bureaucracy found in the schools. In Latin America high administrative turnover, which reinforces high teacher turnover, results in lower student academic achievement (Anderson, 2008). At the local level in England, Smithers and Robinson (2005) find that teachers are moving to schools which offer greater support in the area of career development. Wang (2007) during an investigation in China suggests that the lack of investment by government authorities is a demonstration of a lack of concern for education and the professionals providing that service. At the school level, teachers in China acknowledge the desire for more professional development which is typically under the school leader's jurisdiction (Chen, 2009). This is echoed in India where teachers are leaving their home country due to the challenges in their schools and for the professional development elsewhere (Sharma, 2013). Kayuni and Tambulasi (2007) are disgruntled with the governance of education in Malawi. Their country's educational system is in such disarray that teachers are in the position of looking for other career options, making turnover a common practice amongst teaching professionals. Similar to the teacher's receiving a lack of support, administrators are looking for assistance to better serve their schools and to continue in their chosen profession.

The onslaught of reforms and initiatives from national governments makes the school level administrative position an unattractive and at times impossible career to maintain (M2 Presswire, 2014; Milburn, 2012; Ngare, 2008; Shaw, 2005). With national or regional directives arriving in confounding fashion, the school administrators who choose to stay in their positions are left to find solutions to support themselves and to retain teachers. In New Zealand there is a recent concern that the increased number of requirements placed on the administrator's shoulders has extended the position in a manner that many potential school leaders are choosing professions outside of education (OECD 2010). British administrators suggest that the new performance ratings along with government backed reforms to improve schools, have given school heads the impetus to find other career options (Exley and Stewart, 2014; Exley, 2012). The reforms include an increase in certification requirements for administrators but also cutbacks in spending for university preparation programs designed to serve the very same administrators (Shaw, 2005). The national government of Kenya has also implemented performance contracts but fails to provide the necessary support and training to prepare administrators for the challenges they face on the job (Ngare, 2008). The objective to embolden local administrative decision making in Australia leads to underfunding, in the name of autonomy, by the national government. This action places the administrator in a position of cutting typical non-teaching services (i.e. custodial, maintenance, secretarial, etc.) which are needed to run a safe and secure school (Milburn, 2012). The added pressures on school leaders to accomplish the reform agendas, as well as managing the decrease in resources such as funding may actually contribute to a problematic cycle (Leithwood, Jantzi, Earl, Watson, Levin, and Fullan, 2004). By focusing on issues

simply for survival sake at the school site the administrator may have to minimize the importance of finding the time and capital for the professional training teachers desire to meet regional and national standards.

**Solutions.** Similar to the findings of why turnover is prevalent amongst educators, the solutions are typically part of the following three categories:

Compensation, working conditions and leadership support. Obviously not all suggestions fall neatly into these categories. Examples of such plausible solutions not falling into these categories belong to the governments of Iceland and England. Iceland's turnover rate is made up of non-certified teachers who happen to leave at a greater rate than their certified peers. The country has since moved to giving priority to certified teachers over non-certified teachers when it comes to hiring practices (Statistics Iceland, 2007).

Similar to Iceland's certification issue is Thouron's (2009) findings regarding the UK's fast track method of certifying teachers known as the "Post Graduate Certificate in Education" (PGCE). The government initiated program produces a greater number of certified teachers but the findings show that these teachers are poorly prepared and lacking in motivation. The inconsistency of certain items (i.e. certification) outside the three categorical areas does not diminish their plausibility as possible solutions. For the purpose of this paper the focus on possible solutions to global educator turnover will remain on the aforementioned categories: Compensation, working conditions and support by leadership.

Compensation in an educator's salary is a top issue in terms of slowing down turnover rates in education. Chapman (1994) feels that educators would follow the money and by raising the levels of teacher salaries many experienced teachers would stay

and new prospects would arrive. In a study by Bennell and Akyeampong (2007) about Sub-Saharan Africa and South Asian educators, the authors stipulated that pay would definitely make a difference since many of the teachers in those countries exist at a subsistence level of living. Absenteeism is found to be high in countries in Africa as teachers are forced to leave work to search for food. In China, some teachers simply want consistency in their compensation (Sargent and Hannum 2003). Many researchers and advocates report that greater incentives need to be in place to attract specialized members of the teaching community.

Webster et al. (2006) recognizes that the shortage of mathematics and science teachers in Australia is the simple fact that they are not paid enough. Their research presents the idea of paying mathematics and science teachers more for their services to lure them into the profession. Chile, Indonesia and Uruguay use a similar system offering up to 30% of gross salary as a bonus for hard to find candidates (OECD, 2001). In Norway there is a suggestion to pay teachers more for agreeing to take on positions with lower performing students (Falch and Ronning, 2005). Siniscalco (2005) finds that many countries in Southeast Asia, Africa and South America pay teachers extra to take on difficult teaching placements. For administrators the increase in pay is not the answer to keep professionals at their jobs (Shepherd, 2010). The ability to retain or even attract potential administrators is a multipronged approach with increased salary as part of the tactic (Whitaker, 2003). Compensation along with identified improvements to working conditions is often postured as a possible remedy for educator turnover.

Working conditions are connected with pay as significant factors in retaining teaching professionals (Eurydice, 2002). The topic of working conditions typically is



centered on a school's location and the amount of available resources (Sargent and Hannum, 2003). The amount of tasks or what is commonly known as "workload" is part of the definition for the category of working conditions in schools. The ability to manage workloads so that professional integrity can be maintained is recognized by a number of researchers (OECD, 2009). In schools that are in communities of poverty, investigators place a premium on reinforcing the physical environments of the institutions (Smithers and Robinson, 2005). This also includes the topic of safety for students and teachers (Bennell and Akyeampong, 2007). Working conditions cover a wide variety of areas in terms of the physical and social climate of the institutions (Berry, Smylie, and Fuller, 2008).

The responsibility of improving working conditions is typically pointed toward national and local leadership (Kayuni and Tambulasi, 2007; Wang, 2007). Teacher interaction with local leadership is identified as a plausible solution to addressing working condition concerns. Darling-Hammond, et al. (2009) compares the United States data with OECD data and finds that teacher turnover can be minimized by the simple opportunity of allowing for teacher input in the areas of school direction, decision making and policy creation. When given the opportunity to suggest what might help with the turnover of educators, many teachers comment on the implementation and maintenance of professional development and induction programs (Howe, 2006). This is typically a responsibility for administrators to implement in their schools.

Administrators typically find success when they work cooperatively with parents and mostly focus on academic programming and not student discipline (Anderson, 2008). They also find positive outcomes with students when they are not in the position of being

micro managed by senior management (i.e., school boards, executive directors, superintendents, owners) (Engelsa et al., 2008; Whitaker, 2003; Wylie, 1999). Like teachers, administrators tend to move or not accept job placements in schools of great poverty (Brooking et al., 2003). Principals are highly aware that they are in high stakes positions which require them to abide to reforms and initiatives which may be counterproductive to the best interest to their school and students (Engelsa et al., 2008).

The roles of school leadership drastically change due to government reform and oversight. Researchers suggest that this change be looked at to better understand the challenges facing school leaders in the workplace (Whitaker, 2003). Leadership skills and interventions promote success for school administration (Drysdale, 2011). Yet when a school head is focused on simply surviving the excessive workload (Engelsa et al., 2008), it leaves little room for a long term commitment to the school, teachers and the students they serve (Exley, 2012; Brooking et al., 2003). Issues of extreme on the job stress have created an unhealthy environment for administrators in the schools (Ngari et al., 2013; Milne, 2008; Shaw, 2005). The roles and responsibilities of the administrator need to be addressed to support a long term relationship with them and those who are under their care and guidance (Whitaker, 2003). Receiving support while in challenging situations can make the difference for the educator in terms of continuing with positions at their respective schools. The frequency of that genuine support is significant to the educator and their students (Shepherd, 2010; Anderson, 2008; Wylie, 1999).

The collaboration of teachers and school heads should not be underestimated when it comes to retaining quality professionals. Administrative leaders and the decisions they make have an incredible amount of influence (both positive and negative)

over those they serve. Similar to the findings in the United States (Fuller, Young, and Baker, 2007; Fullan, 1991), school administrators around the world are shown to have a tremendous ability to persuade teacher motivation and student achievement levels (Pont , Nusche and Moorman, 2008; Mulford, 2003). In Latin America, the longer principals remain in their positions the lower the turnover rates for teachers (Anderson, 2008). In China, the school leaders who provide consistent concern and support for their faculty have a reduction in the number of staff members succumbing to burn out in their schools (Leung and Lee, 2006).

For the supportive leader, the type of programming to embolden old and new teachers can be difficult to find. Wildy and Clark (2009) investigate the roles of school leaders in Australia's Outback. They suggest that the school head attempt to understand the cultures of the school and community before making any large scale decisions. In South Africa researchers determine that the leader and school must work together to implement pointed trainings and continuous professional development which allows for time to collaborate on both formal and informal levels (Lessing and de Witt, 2007). In New Zealand this same idea is a suggestion in the form of induction programs to retain the novice educators that have recently entered the profession (Piggot-Irvine, Aitken, Ritchie, Ferguson, and McGrath, 2009). Howe (2006) presents the fact that successful induction programs include veteran teachers as a part of the process. Tricks of the trade such as meeting a level of success which is considered reasonable or what is better known as "satisficing" in Canada is seen as a reason for having veterans collaborate with the new teachers during induction programs (Le Maistre and Pare, 2010; Byron, 2005).

Killeavy (2006) finds that the combination of structured induction programs along with professional development is the key to retaining the labor force of teachers in England. This sentiment is reinforced by Darling-Hammond et al. (2009) who find that in the world of successful schools the administrative leaders took the time to support novice and veteran teachers in the form of poignant and continuous induction and professional development. The implementation of these programs by school leadership has been shown to make a significant difference. School leaders themselves and the schools they lead can also benefit when the administrators are able to receive support for the job they must perform.

Engelsa et al. (2008) recognizes that successful administrators have four areas attributable to their success. The first is an achievement oriented behavior. The second is that they are typically transformational in their leadership style. The third is they are more inclined to focus on educational matters and the people associated with that theme. Finally, they are effective in time management allowing themselves the opportunity to focus on their preferred role as a leader (Engelsa et al., 2008). In order for an administrator to reach these attributes they need support. Drysdale (2011) suggests that leadership skills and interventions lead to success. Opportunities to work with universities, leadership programs and experienced administrators is essential to learn needed skills for the diverse requirements associated with the position of school administrator (Simon, 2013; Shepherd, 2010). In fact some researchers feel that the role of the administrator truly needs to be revisited to make it possible for school leaders to actually lead and administrate (Whitaker, 2003). It should be mentioned that there are

some who feel the turnover of educators is simply a natural occurrence of the job market and that it should simply be embraced as a part of the profession of being an educator.

**Debate.** The research shows that educator turnover exists just as turnover does in other occupations (MacDonald, 1999). There are some who suggest that the concerns over turnover and teacher shortages are an overreaction. White, Gorard, and See (2006) provides evidence advocating that the issue is not at crisis levels in Wales and England. Their findings present the fact that teaching professionals are leaving to the private sector but the severity or crisis in news reports is an unfounded response by the media. The Department of Education Skills in England shows that at current rates the teacher to student ratios will continue to shrink in the relative future (DES, 2002a; DES, 2002b). Chapman (1994) presents the idea that teacher mobility to the private sector is actually a healthy demonstration of a strong central economy. The OECD (2005) supports Chapman's notion by stating that teacher mobility in developing countries is actually a benefit in terms of exchanging ideas and skill sets in the area of education. It should be mentioned that the OECD (2001) also presents concerns for countries like France, Ireland, Norway and the UK in terms of teacher shortages.

Reports from the OECD shows that teacher turnover contributes to some of the shortages but the fact that many plausible candidates for teaching are choosing employment outside of the field of education, puts into question the idea of an actual teacher "shortage". Webster et al. (2006) find similar occurrences in Australia with students who graduate from universities in the areas of science and mathematics. The profession of educator is simply not as attractive in comparison to positions in the private sector. Administrative shortages and continuous departures from the position are a

consistent sentiment in different parts from around the world (Shepherd, 2010; Mulkeen, 2007; Brookings et al. 2003; Whitaker, 2003). Not much is available supporting the idea that school leadership “turnover” or “shortages” have a positive potential. Most of the literature on the topic of administrator or school head turnover is slanted toward the issue as being problematic (Shepherd, 2010; Anderson, 2008; Mulkeen, 2007). Those who are critical of professional turnover in the field of education will not question whether there is movement or departure but rather they focus on the severity of the movement which is seemingly a plausible criticism.

### **United States Educator Turnover**

When looking at fiscal capital waste due to the voluntary mobility of educational staff, the numbers speak for themselves. Barnes et al. (2007) looks at data from separate school districts. Their findings suggest that the loss of an individual educator cost the district approximately eighteen thousand dollars. The combination of poverty and large urban school districts is problematic in terms of turnover rates and cost (Carroll et al., 2004). School districts such as Chicago encounter an eighty six million dollar loss annually due to educator movement (Barnes et al., 2007). In the state of Texas the cost of educator attrition is somewhere between three thousand dollars and five thousand dollars per departing professional. At the end of the year the total cost to the state is somewhere between 329 million and 1.59 billion dollars (Benner, 2000). Barnes et al. (2007) suggests that the United States is losing approximately \$7.3 billion a year due to public school professional turnover. The cost of educator turnover is not only related to the loss in terms of economics.

As large as the financial cost is, the loss of human capital and the effects felt by students, schools and communities should not be underestimated. The school's leadership is a possible link to teacher retention. The positive difference a school principal can make in the area of student achievement is a consistent topic amongst researchers (Baker, Punswick, and Belt, 2010; Seashore, Dretzke, and Wahlstrom, 2010; Taylor and Tashakkori, 1994). Yet these professionals who lead teachers are not immune to the turnover culture that has been a part of the profession in education. Various studies show that principals maintain close to a fifty percent turnover rate over a ten year period of time (Bowles et al., 2000; Whitaker, 2000). To lead and make positive change takes time to understand a school's culture (Deal and Petersen, 1999). Over time it is the loss of educators (both teachers and administrators) that could inevitably lead toward ineffective schools with poor student outcomes.

The teacher turnover rate in the United States is such that if no action is taken about it, a severe shortage of qualified educators will soon be part of the norm (Budig, 2006). It is with this sentiment that the effects of teacher turnover present itself in classrooms where student achievement levels suffer (Darling-Hammond and Sykes, 2003). Urban schools and districts that house a high rate of low income, minority students are already challenged with the negative effects of educator turnover (Beteille et al., 2012; Carroll, 2007). It may not seem fair that these communities have taken on another disadvantage but these findings suggest that teachers and administrators will choose working environments which offer greater resources and support to be successful. Both teachers and principals are part of the attrition levels which frustrate both schools

and districts. The US government takes the matter seriously and provides ample funding to understand and possibly solve issues such as educator turnover.

Due to the amount of federal dollars invested in education (\$68.4 billion for 2016) the US Department of Education utilizes federal funding and investigates the issues surrounding both public and private schools within the country (USDE, 2016). The areas of concern are as large and wide as the budget. The data in the United States regarding the topic of educator turnover typically falls into three categories: quantity of turnover, causal factors, and probable solutions.

**Severity.** Darling-Hammond (1984) suggests that a crisis regarding teacher turnover is well on its way, as data confirms that the nation's ability to produce qualified teachers is not keeping up with the rate of turnover (NCEE, 1983). In a report by the United States Department of Education, Leukens et al. (2004) presents the US rate of teacher turnover at fifteen percent to twenty percent depending on the placement of the professionals in either private or public schools. Ingersoll (2001) uses the National Center for Educational Statistics (NCES) to show that private schools maintain a higher rate of turnover in comparison to public schools. Ingersoll also finds in this data set that the turnover rate is moderately higher in schools and districts where poverty is high amongst the student populations (Ingersoll, 2001). Marvel et al. (2007) breaks down the NCES data to show that public schools maintain a sixteen percent turnover rate and private schools are slightly higher at twenty percent. Further subdividing the information, Marvel et al. (2007) find that of the public school turnover of eight percent move to different schools, and eight percent leave the profession all together. Eight percent of private school teachers tend to completely leave the profession and the



remaining six percent find placement in other schools. Before venturing to the possible reasons why this has been occurring, it would be negligent to limit the turnover issue in the United States as only a teacher phenomenon.

Administrator shortage, due to turnover, is also a concern in the nation's schools and districts. Bowles et al. (2000) finds that the shrinking number of qualified administrative candidates along with the rate of turnover creates a nation-wide shortage of school leadership. During an investigative report about administrators, the National Association of Elementary School Principals find that over a ten year period of time the turnover rate is around forty percent (ERS, 1998). Not to be outdone the National Association of Secondary School Principals find that a fifty percent turnover rate is the norm during the 1990's (Kurtz, 2000). Gates, Ringel, Santibanez, Guarino, Ghosh-Dastidar, and Brown (2006) show that the state of Illinois holds an annual rate of turnover at fourteen percent while the state of North Carolina finds that eighteen percent of their school leaders depart annually. Steinberg (2000) finds that fifteen percent is the rate of turnover for administrators in the state of Washington. For administrators in Texas the turnover rate for a three year period of time (2004-2007) is close to fifty two percent (UCEA, 2008). For the agenda of leadership to come to fruition it takes time. It is a suggestion that a five year period of time would be a fair amount to create the types of relationships necessary for making change in schools and in the community (Fullan, 1991). It also should be noted that the importance of retaining quality school leadership seems to be a related factor to the retention of classroom teachers (Fuller et al., 2007). This critical relationship contributes to the poor levels of student performance and achievement in the schools where the administrators once served (Beteille, et al., 2012).

Miller (2013) also presents that student achievement requires consistency in the leadership of the schools.

**Associative factors.** Looking at the factors in United States research there seems to be two categories: Controllable (those which might be controlled by the hiring agent) and External (those which seemingly happen outside the realm of the hiring agent). Under the category of controllable are: monetary compensation, working conditions, and school management. External category factors are: age, personal, poverty, respect. All of these areas influence teachers and administrators who decide to leave or transfer from their professional assignment.

In the area of controllable factors the amount of salary is at the forefront of many studies regarding educator turnover in the United States. In their study, Harrell, Leavell, van Tassel, and McKee (2004) find that departing teachers choose low salary as a top reason for departing from the profession. This reinforces Ingersoll's (2003) findings that over fifty percent of his respondents suggest that pay is one of the primary reasons to leave. The US Department of Education and the National Center for Education Statistics (USDE/NCES, 2001) breaks down the teacher respondents into two specific categories of transfers and leavers. The transfer population suggests that pay is one of the major reasons for the decision fifty four percent of the time. The leaver respondents list the reason of pay as one of their top reasons forty eight percent of the time. It should be noted that pay is not the top response recipient as a rationale to leave but it is well represented in the findings (USDE/NCES, 2001). In fact the decision to attract and retain quality educators by increasing the base pay is an actual experiment in the state of Georgia. Salaries are increased by state and local officials to the point where Georgia is

the sixteenth rated state in the nation in terms of educator compensation. The implementation of such an approach has not changed the states turnover problems (Iosava, 2010). Nevertheless, salary issues seemingly encourage many to follow the money (Hanushek, et al., 2004). Many researchers demonstrate that compensation is a significant influential factor for those who decide to transfer or leave their position in education (Johnson and Birkeland, 2003).

Amongst administrators the need for higher pay is not something that presents itself as an independent reason for their departure from their positions. It is a concern often due to the level of pay not equaling the level of responsibility associated with the position (Yerkes and Guaglianone, 1998). Norton (2002) looking at principal turnover and pay provides the rationale that administrators leave due to the low salary in respect of the added days of work, extra hours and greater responsibilities. Typically, investigators will recognize compensation as a possible factor to entice administrators to stay or to move from one school to the next but not an issue that is isolated on its own (Tekleselassie and Villarreal, 2011). In fact many see pay as a complementary factor which should be considered along with other concerns when attempting to deter administrator turnover (Pijanowski et al., 2009; Howley, and Pendarvis, 2002). The issue of pay is a significant factor when it comes to educator turnover. When looking at the movement of educators in the United States, the topic of working conditions typically finds itself as an equal to the importance of compensation.

Hunt and Carroll (2002) lists compensation and working conditions, along with teacher preparation and mentoring as a way to retain current teachers. Darling-Hammond (1997) suggests that working conditions are important and typically fall under the noted

areas of resources, administrative support and professional input. Carroll and Foster (2010) recognize that the schools lacking quality resources typically are situated in low income communities. Low income and high minority representation is typically a combination where high turnover in both teachers and school leadership is all but assumed (Baker et al., 2010). The consistent loss of leadership or simple lack of leadership, affects the working conditions in a manner that true collaboration and an exchange of ideas is simply lost in many schools; this contributes to teachers leaving (Darling-Hammond, 2002). Harrell et al. (2004) presents the idea that the issue of pay along with both administrative support and an improved working environment are keys to teacher retention. Ingersoll (2001) finds that the problems of low administrator support, the lack of ability for input on school policy and having to deal with student misconduct all contributes to negative working conditions. The worrying workload and lack of time to prepare, which contributes to difficult working conditions, greatly influences educators to depart before their official time of retirement (USDE/NCES, 2001).

For administrators working conditions may be one of the most important factors which encourage movement from a school. Yerkes and Guaglianone (1998) recognize that the responsibilities associated with leading a school is enough for principal departure. Kafka (2009) suggests that there is a historical perspective of the principal position which is to humbly accomplish great things with very little in terms of resources as well as support. Typically the administrator is stretched so thin by expected tasks and responsibilities that the outcomes achieved by the schools are less meaningful and inconsistent (Lambert, 2003). Lashway (2003) reports that the principal position is so overwhelming by the variety of expectations that the administrator has no other option

but to feel isolated and possibly hopeless. This onslaught of stress and responsibilities has given some the idea that the position of principal is “a job too big for one” (Grubb and Flessa, 2006).

As mentioned earlier, administrator movement is a concern in the United States (Bowles et al., 2000). Beteille et al. (2012) suggests that frequent administrator turnover in a school is a precursor for frequent teacher turnover in that respective school. When it comes to teacher movement, the principal’s ability to manage at the school sites is a topic of critical assessment by those who specifically look at educator treatment, the working conditions of a school and how it relates to teacher turnover (Exstrom, 2009; Carroll et al., 2004; Ingersoll, 2001). The ability to lead in a distributive manner that allows for input from those who are being led, emboldens staff members to create greater investment in school settings (Murphy, Smylie, Mayrowetz, and Seashore-Louis, 2009). The inability to approach leaders and to not contribute to school decision making process is an important professional element for teachers and their reasons for leaving their job placement and even their career (Hunt and Carroll, 2002).

New teachers are most susceptible to the sense of isolation and lack of support. Without administrative oversight and the implementation of induction programs (Ingersoll et al., 1997) their rate of turnover typically falls around 20% within the first three years (Henke and Zahn, 2001). All teachers need personal and professional support. Ingersoll (2001) suggests that it is the management’s responsibility to work with teachers in a supportive manner which in return brings greater benefits to the school community. Collaboration and the development of programs such as what Darling-Hammond et al. (2009) describe as sustained professional development are necessary to

foster greater respect and overall working conditions for the educator. Although the topic of professional support is not recognized as a reason for administrative departure, the topic of insufficient implementation of professional development for school administrators is presented by a few authors (Norton, 2002; Educational Research Center, 2000). All of the efforts by local, regional and national leaders to focus on the issues of compensation, working conditions and the level of support for educators are instrumental in the area of influencing educator turnover.

External issues are influential in the school but typically originate outside of the school's realm of control. They are important because they do affect the dynamics of the school and to some extent the rate of educator turnover. One of the external issues in most research is the loss of educators through retirement. According to Hunt and Carroll (2002) the ratio of retirement leavers to all other educators leaving education in a given year in the United States is typically one to three. Ingersoll (2003) suggests that of all the leavers, retirement is approximately twenty five percent of that population. The rate of teacher turnover in regards to age, when posted on a graph, forms a U shape with the youngest teachers and those who leave due to retirement as the most prevalent departing groups (Guarino, Santibanez, and Daly, 2006; Ingersoll, 2001; Grissmer, and Kirby, 1997). The quantity of new and vibrant teachers leaving is similar to the natural loss of those with a wealth of experience. Many question the system of retirement for educators and feel that there is a great benefit by extending the retirement age for educators past the national average of fifty nine years of age (Carroll and Foster, 2010). Though limited in terms of information, the numbers are concerning when it comes to administrative retirement. Goldring, and Taie, (2014) look at all the principals who depart back in 2011-

2012. For private school administrators it is close to thirty percent that walk away from their positions due to retirement. This statistic is of greater significance for those schools under public domain. Administrators in the public schools retire at a rate of almost thirty eight percent (Goldring, and Taie, 2014). With the amount of educator retirement for both teachers and administrators as well as the limited pool of interested applicants, concern about staffing schools should be a priority.

The effects of poverty also contribute negatively as an external factor to educator turnover. The relationship of teacher turnover and the possible effects of working at schools in impoverished communities is equally present in research (Clotfelter, Ladd, Vigdor, and Wheeler, 2007; Ingersoll, 2001; Ingersoll et al., 1997). Carroll et al. (2004) when looking at poverty and how it affects schools and in particular teacher turnover, characterizes the student population and the schools they attend as high risk and low risk. High risk schools tend to have a large proportion of their students who are typically part of ethnic and minority groups, students with low English proficiency and low socioeconomic status. Low risk schools show a lower proportion of the aforementioned students in their population (Carroll et al., 2004). Unfortunately the combination of high risk populations in some urban locations is responsible for some of the highest turnover rates (close to fifty percent a year) in the country (Chase, 2001). Barnes et al. (2007) finds that public inner city schools in Milwaukee and Chicago with high risk populations have a revolving door of teachers due to turnover. This combination of high risk populations and public inner city schools creates a national level of concern for the United States (Ingersoll, 2004). With so many different issues at high risk public inner city schools, the movement of teaching staff may not be a top priority. A seemingly

dangerous culture is growing within these schools as school leadership is unwilling and possibly unable to put budgetary amounts to diminishing the problem of educator attrition (Barnes et al., 2007). These similar types of school characteristics are also fertile ground to the high turnover rates for principals.

In Texas, statistics show that a principal's tenure in high risk institutions is greatly reduced in comparison to principals in low risk schools (Fuller and Young, 2009). The authors find that at risk schools in Texas are typically populated by low socioeconomic students whom are low achieving (Fuller and Young, 2009). Papa (2007) suggests that principals are more likely to choose to leave schools which would be considered at risk. These at risk schools are professional "stepping stones" for the administrators who serve them just long enough so they can move on to schools of greater economic resources and higher academic achievement (Beteille et al., 2012). Baker et al. (2010) present similar findings in the state of Missouri. The authors report the idea that racial demographics are a common key to movement by school leaders (Baker et al., 2010). In the states of Illinois and North Carolina principals are consistently leaving large minority populated schools at a substantial rate. The difficulty of dealing with limited resources and cultural differences, such as poverty and diverse cultures, may be linked to the common claim that educators are leaving because their position and profession are not treated with respect (Johnson and Birkeland, 2003; Ingersoll, 1997). The effect of retiring educators and the continual growth of high risk schools creates external issues which influence educator retention. Many researchers study the problem of educator turnover, and present methods of how to improve or even solve the issue (Carroll and Foster, 2010; Martinez, Frick, Kim, and Fried, 2010; Darling-Hammond, 2003; Ingersoll, 2001).



**Solutions.** Due to the varying rates of turnover within each state in the country the collection of data to understand what might or might not be a solution for a particular state or district seems logical (Harris and Adams, 2007). Data collection at the state level such as that in North Carolina, is vital in educational policy creation for that state (Clotfelter et al., 2004). Along with research in North Carolina, the New Teacher Center in Santa Cruz, California collects and produces statistics regarding education and in particular the reasons why teachers stay or leave (Exstrom, 2009). District level data, such as that collected by the Burbank Unified School District, creates greater understanding and an approach to the turnover issue which affects their schools (Brooks-Young, 2007). Dillon (2009) suggests that principals should conduct needs assessments to better understand the positions of the teachers who are employed in their schools. This needs assessment or the act of collecting data from teaching professionals to contribute to decision making seems to present itself as an option to slow the movement of educators (Ingersoll, 2003). The principal's ability to listen, collect data and to act in a professionally supportive manner can make a big difference in the area of school climate and quite possibly turnover (Provasnik and Dorfman, 2005).

Low quality leadership at the school site is a consistent response when probing what factors retain or encourage teachers to leave (Marvel et al., 2007; Leukens et al., 2004; Ingersoll, 2003). The principal's ability to find resources in the school, district and community to support the teaching staff is key in the objective of retaining educators (Harrell et al., 2004; Weiss, 1999). Maeroff (1998) presents that the collaboration of the principal and the teaching staff of a school or district, with special emphasis in decision making, is an important criterion to keeping quality teachers in their classrooms.

Exstrom (2007) suggests that when respect and trust are given to teachers, they have a greater probability of returning to their previous assignments the following year.

Effective leadership must listen to their constituency and then act decisively. The principal who avails themselves to their staff can make inroads to improve their school's retention levels. According to Kruse and Seashore Louis (2008) transformative and distributive leaders can seemingly utilize the staff and community to overcome problems which are controllable factors associated with teacher turnover. The actions to best embolden teachers in their profession are: providing greater time for collaboration, professional development and for new teachers the use of induction programs (Seashore Louis, 2008).

Teachers who leave their positions claim that the lack of time to collaborate limits what could be a part of professional development and implementation by educators (Fulton, 2003). Time for collaboration and training is a common trait that typically leads to a cohesive teaching staff and higher student achievement levels (Hirsch, Emerick, Church, Fuller, 2007). Darling-Hammond et al., (2009) suggests that pointed and sustained professional development leads to higher student achievement levels, greater teacher collaboration and higher professional retention levels. Continuing education in the form of professional development presents itself in many findings as an important factor in the decision to remain or depart from a school. Induction programs are seen as a possible answer to the turnover problem for those who are new to the profession (Black, Neel, and Benson, 2007). Inclusion of both new and experienced teachers provides a form of professional development which goes beyond the assumptive goals of induction programs (Howe, 2006; Hunt and Carroll, 2002). Implementing such programs to support

both new and experienced educators is essential. Collecting and using data effectively, finding time and resources in the school and community to collectively approach systemic challenges, as well as creating and implementing supportive professional programming, all offer the ability to confront the controllable issues facing schools and their respective retention problems.

To some, no matter what is done, teacher pay is the prevailing issue related to turnover (Hanushek et al., 2004). Teacher professionalism, including the topic of teacher compensation continues to be a consistent concern in research since the 1980's (Ingersoll, 1997). Many researchers find that their survey data are filled with an overriding amount of evidence that shows that compensation is one of the key reasons for the turnover rates in the United States (Marvel et al., 2007; Leukens et al., 2004). To improve achievement levels and to curb attrition levels, the research shows that a large sum of money may or may not be the answer. Silva (2008) reports that Chattanooga, Tennessee put together both private and public monies to curb the turnover issue. The idea to retain their ever changing teacher force which they felt indirectly affected student achievement levels. The Benwood School District utilizes the investment to: retain quality educators, bonus pay for exceptional teachers, teacher professional development, principal training as well as time for collaboration. The once low performing district is now the flagship model of reform in the state (Silva, 2008). As mentioned earlier, Tennessee's neighbor, the state of Georgia, has been approaching the issue of teacher turnover but on a statewide level. Iosava (2010) finds that the government of Georgia attempts to slow the attrition rate in their schools and raise student achievement levels by raising salaries for all educators. The outcomes have not met the policy maker's expectations (Iosava, 2010). With similar

approaches to a common concern, the outcomes in Georgia and Tennessee further support Harris and Adams (2007) findings that turnover rates occur at varying rates depending on the states or regions the schools are located; solutions to the problem to educator turnover comes in many forms and methods.

During this age of reform in education, there are advocates of the idea to pay teachers based on the level of demand for their skills (Patton, 2007). Differentiated pay rates set a market value for services and offer higher salaries to teachers who are in greater need. From most of the investigations mathematics, science and special education teachers increasingly would benefit from this plan (Murnane and Olsen, 1989). Teachers unions struggle to accept this option (Makkonen and Arnold, 2005). They often lean toward more prominent research in the area of teacher turnover, which shows a combination of issues leading to the educator's decision to leave (Provasnik and Dorfman, 2005). Brooks-Young (2007) suggests that pay is important but that the treatment of the professional seemingly is more important than the level of compensation when it comes to retention issues. The aforementioned controllable issues clearly fall into the hands of leadership and typically move in tandem with the issue of pay when it comes to retaining teachers (Darling-Hammond 2002; Ingersoll, 2001). There are some who show that retirement is a major contributor to turnover and also could be a plausible solution.

Teachers who are categorized as novice and those who are retiring make up the largest percentage of leavers for professionals in education (Ingersoll, 2001; Grissmer and Kirby, 1997). Recently there is a greater amount of attention dedicated to retaining those who are quality educators facing retirement. Carroll and Foster (2010) encourage

policy makers to rethink and extend the retirement age of educators. They also suggest changing the pension system so that it is frontloaded and more attractive to entice younger teachers to enter into and stay in the profession. The combination of larger quantities of new teachers along with the extension of experienced teacher's contract is seen as a viable option to fight educator turnover (Carroll and Foster, 2010). Foster (2010) sees the benefit of holding on or even bringing back those who are recognized as quality educators after retirement. Foster (2010) suggests that the "encore educators" would come back to offset the turnover issue but most importantly guide young teachers during their initial years. Minimally, Martinez et al. (2010) suggest to turn to retired veterans of teaching to come back and support the new teachers in the classroom on a voluntary basis. Retirement issues may hold the answer to the turnover issue in education. To retain retirees and support the new hires (along with all teachers) in a manner that creates better working conditions could be the combination that solves the dilemma (Hunt and Carroll, 2002). The ability to implement these plausible solutions remains a large hurdle for school, district and national leaders.

Solutions for administrator turnover seem to present hope for their long term professional future. The idea of paying administrators more money so that they will be attracted to and remain as a leader of a particular school is a suggestion by a few authors (Tekleselassie and Villarreal, 2011; John, Hewitt, and Brady, 2009; Lankford, O'Connell, and, Wyckoff, 2003; Howley et al., 2002). Many others have taken a stronger stance on the workload and responsibilities of the job. The ability to share and divide up the complexities of the position with other principals is a popular idea. Eckman (2006) encourages readers to consider a co-principalship to lessen the load and create a

beneficial leadership model for the school. This is similar to Hertling's (2001) idea of job sharing and essentially reinventing the position to allow for greater focus on teachers and students. Grubb and Flessa (2006) suggest a team of multiple principals to approach this formidable yet very important responsibility of leading a school. Beyond the shift from more than one principal, researchers do support other measures to retain administrative leadership.

Foster (2010) encourages schools and districts to consider matching retired administrators with newly hired principals to serve as a mentor. This also could be similar to Hertling's (2001) suggestion to encourage peer consultation for principals. There are some who feel that professional development which is relevant to the administrator's current position could be a necessary form of support (Wells, 2013; Hertling, 2001; Howley and Pendarvis, 2002). There is even a suggestion that mindful meditation may be part of the solution to retain leaders in their respective schools (Wells, 2013). Solutions to educator turnover are differentiated and hopeful. Yet there are a few in the area of research who suggest that educator turnover is no different than other professional movement and that in some cases it simply is a normal part of the profession.

**Debate.** Sedlak and Schlossman (1986) present the idea that the turnover rate for teachers is simply a part of the profession. The history of the issue in education is to a point where there is an underlying assumption by some that it is not going to go away. In fact, some of those in the field of research believe that the process of utilizing the data about teacher shortages and turnover is only to manipulate for ulterior motives. Colgan (2004) criticizes the use of data from researchers, such as Ingersoll and Carroll. He

presents the fact that the data on turnover and shortages provided by the researchers are of some concern, but to term it as a “crisis” is an overstatement. He later suggests that the data would be of better use for those who are policy makers and leaders in education to improve working conditions and the utilization of incentives to impede the current turnover rate (Colgan, 2004). Harris and Adams (2007) also present the idea that the rate of turnover for teachers is no more different to similar occupational fields of nursing, social workers and accountants. They question Ingersoll’s (2001) suggestion that the teacher’s rate of departure far exceeds that of these other occupations. Harris and Adams (2007) find that it is only a few percentage points of difference between education and the other service industries. Ingersoll and Smith (2003) suggest that this percentage difference is significant due to the fact that the education workforce is four percent of the national workforce and that nursing is less than a fourth of the size of the teachers. Hunter-Quartz, Thomas, Anderson, Masyn, Barraza Lyons, and Olsen (2008) question the statistics in the sense that the national data categorizes teachers as “leavers” and “movers” (Marvel et al., 2007; Leukens et al., 2004). They emphasize that a third category known as “role change” is attributable to teachers who move to other positions in education (i.e. administration, counseling etc.). They suggest those who role change do not truly leave the profession, nor do they move to other teaching positions. (Hunter-Quartz et al., 2008). For administrators, not much is available to suggest that turnover is not a concern. When massive turnover occurs (i.e. the 1989 education reforms in Chicago) many women and minorities benefit to fill open positions (Oberman, 1996). These new school leaders, especially in minority populated schools served by minority teachers, may find great success due to the ethnic/race congruency found in the schools

(Grissom and Keiser, 2011). Though the criticisms show some incongruences in the data and how it is interpreted, there are no published findings which deny the fact that there is a consistent and recognizable rate of professional turnover in the field of education in the United States.

### **International Schools Educator Turnover**

In comparison to non-international school data, international schools provide a limited amount of information about their educators who are typically expatriates. The research regarding educator turnover in international schools is limited in terms of quantity. The few reports looking at the issue of turnover in these particular types of schools, presents a foundation to better understand what might be occurring and why it is happening (Mancuso et al., 2010; Odland and Ruzicka, 2009). The contribution of these few investigators presents turnover as an issue and places the topic as a possible international school concern. A few mention that there is a feeling or concern that issues around staffing are on their way for international schools (Reeves and Wigford, 2008). Yet hard data are difficult to locate in regards to international school educator turnover. The limited amount of research, the exponential growth of these types of schools, as well as the call for concern regarding this topic in international schools, generates the impetus to contribute to this area of study.

Reeves and Wigford (2008) presents the idea that an inevitable teacher shortage is coming to this community of schools. Odland and Ruzicka (2009) look at why teachers might be choosing to leave their international school placement. Besides the direct information from their research, Odland and Ruzicka (2009) pull a great deal of supportive data from other research, mostly from public non-international schools. The



lack of coordinated data from research, as well as the small amount of evidence reporting from the international school community, reinforces Reeves and Wigford's (2008) commentary titled "The quiet crisis in international school recruitment." As the international community continues to expand and resources in the area of human capital become a limited commodity, the lack of information sharing and investigation into the topic of educator turnover, could lead to problems affecting the success of students as well as test the credibility of international schools.

Reeves and Wigford's (2008) evaluation that the international school community could face a shortage of qualified teachers is based on their experience of finding suitable applicants for international school positions. Reeves and Wigford (2008) reports that during a recruitment trip in the UK, the ratio of applicants to the amount of available employment positions is overwhelmingly in favor of the recruiting international schools. Typically applicants are young and willing to go anywhere. This ratio in favor of the employer would eventually change in the direction of the employee. This came about largely due to the expansion in the number of international schools (ISC, 2016; Hayden and Thompson 2008; Brummitt, 2007). The increase in the number of schools along with the issues such as the terrorist attacks of 9/11, which can have a discouraging effect on the workforce from looking for employment outside their home boundaries, creates what seems to be a shortage of qualified teachers to fill international school openings (Reeves and Wigford, 2008). Suggestions of concern are not only due to the proposal of Reeves and Wigford as other voices maintain similar apprehension.

The unease regarding the teaching force in international schools is not a recent development. Hayden and Thompson (1995) present an overview of these special

schools. In their research much is given to provide a better understanding of the physical operations as well as the philosophies behind these market driven institutions.

Describing international schools with past historical data, the authors use their findings to suggest that the international schools traditionally attract quality professionals, some of whom are transient by nature (Hayden and Thompson, 1995). The authors later stipulate in a report for UNESCO that the population is not only transient but also presents a relatively high rate of turnover (Hayden and Thompson, 2008). Hayden and Thompson's contributions are the essential foundation for recent investigations into the topic of educator turnover and international schools.

There are two studies which could be considered most significant in terms of specifically looking at the issue of turnover in international schools. The original venture by Odland and Ruzicka (2009) presents survey findings from international educators. Utilizing information from the CIS data base of registered schools, the researchers present surveys to teachers who taught through at least one contract period in an international school. Odland and Ruzicka pull numbers from a report held by CIS and the ECIS to suggest that the turnover rate for a particular group of registered international schools and teachers is approximately fourteen percent (Henley 2006). The outcome of their survey findings suggests that teachers are leaving their positions due to primary factors associated with concerns about leadership, compensation and those issues considered personal (Odland and Ruzicka, 2009). This inaugural and useful investigation utilizes a survey comprising of twenty two questions (twenty closed and two open ended) and a total of two hundred and eighty one participants. It would be only a short period of

time before the next report on the topic of turnover and international schools would be presented to embellish Odland and Ruzicka's findings.

Utilizing the starting point of Odland and Ruzicka (2009) and an assortment from non-international schools, a study of equal presence would make it to publication in 2010. Mancuso et al. (2010) looks at survey responses from twenty two school heads and two hundred and forty eight teachers in Near East South Asia (NESA) international schools. They attempted to understand the turnover rate for this region and to identify why teachers choose to leave their schools. Their findings present a turnover rate close to seventeen percent (they also reported that the range of turnover was as low as zero percent to sixty percent depending on the school) and similar to Odland and Ruzicka (2009) the primary factors revolve around leadership and salary. They also find that the age of the person also influences the professional's decision to move from the international position. Middle aged teachers tend to move at a greater rate than their younger or older counterparts (Mancuso et al., 2010). The benefits of both research projects (Mancuso et al., 2010 and Odland and Ruzicka, 2009) and their findings will further assist in the interest of future endeavors about this impactful issue in international schools.

These two studies present an important factor that must be taken under consideration when looking at teacher turnover in international schools. According to their findings, the influence and function of leadership could hold a significant key to retaining expatriate educators in international schools (Mancuso et al., 2010; Odland and Ruzicka, 2009). Yet what is known about teacher turnover in international schools is a complete deluge in comparison to the draught of information about international schools

administrators and their own rate of turnover. In fact a simple internet search using “administrator” “principal” “international schools” “leadership” “attrition” and “turnover” pulls up articles suggesting methods on how the profession can be improved and little to nothing on the topics of “attrition” and “turnover”. With exception to the assertion that administrators are a part of the teaching community in international schools and are also susceptible to similar turnover trends (Murakami-Ramalho, 2008), very little information regarding the expatriate administrator and their movement currently exists.

It is of note that Benson (2011) presents a study looking at the rate of turnover for those who oversee school management issues. He recognizes that the international school Chief Executive Officer’s rate of tenure is 3.7 years (Benson, 2011). Outside of this article on international school directors most of the other articles related to international school leadership seemingly tend to lean toward a “how to” focus for the profession. For instance there is research that demonstrates that the job may not be performed successfully by one principal. An article suggests that the solo principal may not be enough but rather the idea of having two principals as the better way to go. Bunnell (2008) felt that the levels of responsibility as well as the cultural complexities of the position make the solo principal position in international schools an impossible option to successfully fulfill. Another article suggests that the school leader must maintain a multi-faceted approach if they plan to find greater success. MacDonald (2006) suggests that the international school leader must maintain outlooks which are not only academic but also economic to find success in the school and position. Others suggest that if the principal considers the location of their placement, the ability to work within the micro-politics of the school, and the school’s community that success is a possibility (Caffyn,

2010). This type of research and helpful suggestions abounds for international school leadership. It leaves the researcher with the view that the complexities of the position are difficult to comprehend and embrace for leadership in international schools. Whether this distress is enough to encourage international school administrators to voluntarily depart from their positions is something that is difficult to determine.

The topic of expatriate teacher and expatriate administrator turnover must be of some concern as articles in publication report the negative outcomes, such as shortages of professionals, in international school settings. A major gap in the literature would be the examination of whether the turnover of expatriate educators is disruptive to the academic achievement of those students attending international schools. International schools provide a high quality education to their students. This practice could lead to the possible admission into competitive colleges and universities around the world. It is assumed that the schools would certainly protect their students from anything that would compromise their success in the classroom. The fact that the schools continue to grow due to the needs of particular market force suggests that the international community values this enterprise (Hayden and Thompson 2008; Brummitt, 2007). The concern that the need to fill international teaching positions is greater than the quantity of qualified educators available provides the international education community with a basic example of supply and demand economics (Reeves and Wigford, 2008). The international schools community's inability to keep up with the market demands leaves students and families literally in limbo. Waiting lists for students trying to get into popular schools can disrupt not only their academic experience but the employment aspirations of the family. Families looking to work in international companies can be forced to decline

opportunities due to the lack of space in international schools (Greenless, 2006). This type of incident, though rare, reflects the predicament that may exponentially increase without the collection of greater information about international schools and educator turnover. Hence there is a need to further investigate the turnover phenomena in international schools and to continue to contribute to the relatively small body of research which is already in place.

### **Literature Review Summary**

Key findings in the literature illustrate the impact of educator turnover in schools where conditions are difficult and resources are limited from around the world (Ngari et al. 2013; Baker et al., 2010; Fuller and Young, 2009; Gates et al., 2006; Smithers and Robinson , 2005). Findings from various studies offer different rationale for the existence of educator turnover. Some reasons, such as compensation, working conditions, and leadership are given more often than others by the educators who leave their placements (Mpokosa and Ndaruhutse, 2008; Weiqi, 2008; Hertling, 2001 Ingersoll, 2001). The effects on students attending schools with frequent turnover of teachers and administrators is a negative influence on their academic achievement (Willis, 2016; Miller, 2013; Darling-Hammond and Sykes, 2003).

Research on independent international schools and educator turnover is limited (Mancuso et al., 2010; Odland and Ruzicka, 2009). There are suggestions that turnover of expatriate teachers and expatriate administrators is a concern for international schools (Hayden and Thompson, 2008; Reeves and Wigford, 2008). The data available to recognize why turnover occurs at international schools and how it effects the student's achievement levels is limited to a relative few number of studies (Mancuso et al., 2010;

Odland and Ruzicka, 2009). As the growth rate in the number of international schools continues to climb (Brummitt, 2007), the ability to understand the related factors influencing the educators decision to remain or leave is of great benefit to this particular community of schools

## **Chapter Three**

### **Study Design**

The purpose of the study is to determine factors which influence teacher and administrator turnover in international schools who fall under the organizational umbrella of the Association for the Advancement of International Education (AAIE). AAIE is a professional community which connects international schools and international educators with resources necessary for success in international education. Permission to participate with AAIE's population was granted by Ms. Elsa Lamb, Executive Director, AAIE.

The study participants are made up of expatriate teachers and expatriate administrators associated with international schools. Educator involvement is limited to those teachers and administrators who are serving or have served at schools associated with the AAIE. With over 110 member institutions throughout the world, AAIE presents itself as a possible gateway for this study (See memo granting access to AAIE Members - Appendix A). According to the director of AAIE, the organization does not have a data base tracking the number of expatriate teachers and expatriate administrators whom fall under the association's umbrella. An email letter was circulated to school leaders and individual members of AAIE by the Executive Director of AAIE. The letter contained a brief explanation of the study and the directions to offer likely candidates the opportunity to participate. A follow up letter encourages volunteers to participate in the survey as the survey is coming to a close.



The gateway for involvement in the study is part of the electronic survey. Using a filter system similar to previous research model of Odland and Ruzicka (2009), these three threshold questions establish the subjects' qualification for the study: (1) Are you currently working at an international school in the AAIE or hold an individual membership to AAIE as an expatriate teacher or expatriate administrator? (2) Have you held (been contracted) under another international school any time prior to your current placement? (3) Were you contracted to work as an expatriate teacher or expatriate administrator in an international school any time prior to your current international placement? Teachers and administrators who successfully navigate these questions are able to complete the electronic survey. Once found qualified, the eligible participant is given final directions in regards to identifying their prior international school position and how to access the investigatory portion of the survey.

AAIE has no data base of individual expatriate teachers and expatriate administrators. The cooperation of school senior management as well as school level administrators is a central part of recruiting volunteers to participate in this study. Director Elsa Lamb's letter is the only instruction given to these school leaders with a hope of a sizeable return of study participants. A total of one hundred and ninety eight educators entered into the survey component of the study. Of those one hundred and ninety eight, one hundred and eighty nine signed the consent to participate. The qualifying questions eliminated thirty five volunteers. The one hundred and fifty four remaining survey participants are made up of eighty nine teachers and sixty five administrators. Of that remaining number sixty five teachers and forty six administrators completed the survey.

Those expatriate administrators and expatriate teachers participating in the survey are invited to participate in the interview portion of the study. A separate invitation beyond the survey invites, is sent out to the qualifying expatriate community connected through AAIE. The same criteria as the survey participation (educator who experienced prior employment at an AAIE affiliated international school as an expatriate administrator or expatriate teacher) are used to vet acceptable interview participants. The goal is to attract twenty or more educators who would participate in the interview portion of the study. Fourteen expatriate teachers and eight expatriate administrators participate in the interviews.

All participants in both the survey as well as the interviews are requested to sign a consent form prior to participating in the study (consent approved by IRB, University of Minnesota). The consent allows them the right to abstain from participating in the study at any point and time of their choosing. The study participants identities and responses are maintained as anonymous entities in regards to electronic and physical hard copy data. Coded response data is maintained in a secured physical site with the identities associated with the coded materials placed in encryption only known to the researcher. Data security and the protections of the participants in the study is of the highest priority.

The survey in use in this study is an adapted version of the Odland Survey of Teacher Turnover (Odland, 2007). It is the central point of data collection for the study (Appendix C). In this particular study the information is collected via the survey as well as interviews with volunteer expatriate administrators and volunteer expatriate teachers.

In this study the use of closed-ended questions with a Likert scale provide the researcher the quantitative data necessary to analyze the statistical significance of

possible factors associated with international educator turnover. The survey contains 22 closed-ended questions using a 1-4 (Disagree to Agree) Likert scale (Likert, 1932). The questions are provided in both favorable and unfavorable statements where applicable (Patten, 2011). To determine causal and associative factors which may be associated with educator turnover, the closed-ended questions collect responses specifically related to reasons for leaving the recognized school.

Odland uses a jury of individuals to substantiate the original survey as a valid tool to collect data on the subject of expatriate teacher turnover in international schools. He uses this approach rather than pilot the survey. Creswell (2008) presents this method (a jury) as a reliable option to demonstrate the survey's validity. The adapted survey in this study goes through a review process by three expatriate international school teachers and three international school administrators. This process of piloting the survey is similar to the method by the Center for Evaluation and Research at UC Davis (CERUCD, 2011). This practice attempts to allow for individuals, who are of similar professional status to the study sample, to preview, complete and critique the survey. This interaction with the researcher leads to further modification of the research questions in the survey (Kvale, 2007). Prior to the pilot a pretest of functionality is performed through Survey Monkey™. This pretest of the electronic survey allows for troubleshooting of the survey's role of presenting the applicable questions and collecting responses from the participants in a functional manner.

Following the closed-ended questioning in the survey, participants are invited to answer a few open-ended questions to expand on their quantitative responses. Qualitative data in the form of written open-ended responses is utilized to enrich the

quantitative data (Creswell, 2008). Geer (1991) finds that research participants are able to use the format of open-ended questions to express salient concerns regarding topics of importance. The use of open-ended questions allows the respondent to elaborate on their personal experiences typically producing a wealth of detailed information regarding the concerned issue (Appleton, 1995). O'Cathain and Thomas, (2004) suggest another possible rationale for using general open-ended questions is a concern about missing an important detail embedded in the study.

Like the open-ended queries via the electronic survey, the open-ended questions within the interview seek similar information and follow a similar method of processing raw data. The goal of qualitative interviews is to understand and accurately record the viewpoint of the interviewee; as well as their experiences and motivations for having that viewpoint (King, 1994). Seidman (2006) suggests that the researcher who is seeking to better understand the genuine perspectives of people should see interviewing as a satisfactory method to accomplish that goal.

The interviews in this study are consistent (the same five questions) for each interviewee. The researcher is the only person to conduct the interviews. The interviews follow a script which is consistent for each interviewee. Researchers recognize that an interview which is scripted beforehand without the opportunity for the interviewer to improvise is considered a structured interview (Gall, Gall, and Borg, 2003, Fontana and Frey, 2000). King (1994) suggests that an interview scheme that follows closely to the structured interview but uses more open-ended questioning would be classified under structured open-response interview.

The objective of this study is to understand how identified factors (independent variables) effect the turnover (dependent variable) of expatriate teachers and expatriate administrators at international schools. With the inclusion of a survey which offers closed-ended questioning, and open-ended questioning, as well as interviews by both expatriate teachers and expatriate administrators with international school experience, the use of a mixed methods approach best fits this study. Leech and Onwuegbuzie (2009) suggests that mixed methods research is a manner of investigation that involves “collecting, analyzing, and interpreting data using both quantitative and qualitative approaches in the same study”. The use of mixed methods is a common successful approach in the fields of education and the social sciences (Bryman, 2006). Qualitative and quantitative approaches in a single study complement each other by providing results with greater breadth and depth (Roberts, 2010). The use of both methods extends the range of the research while at the same time restricts the faults of either method by themselves (Rossman and Wilson 1991; Blake, 1989; Greene, Caracelli, and Graham, 1989). According to Burke Johnson and Onwuegbuzie, (2004) the use of both quantitative and qualitative methods in the same study allows for the researcher to tap into the strengths of both methods. The mixed methods approach gives the researcher the advantage of manipulating the design in a manner that directly connects with the primary questions associated with the study (Burke Johnson and Onwuegbuzie, 2004).

This type of mixed methods is called Concurrent Triangulation Design as explained by Creswell, Plano Clark, Gutmann, and Hanson, (2003):

The concurrent triangulation design is probably the most familiar of the six major mixed methods designs. It is selected as the design when a researcher uses two

different methods in an attempt to confirm, cross-validate, or corroborate findings within a single study (Morgan, 1998; Steckler, McLeroy, Goodman, Bird, and McCormick, 1992; Greene, Caracelli, and Graham, 1989). This design generally uses separate quantitative and qualitative methods as a means to offset the weaknesses inherent within one method with the strengths of the other method. In this case, the quantitative data collection and qualitative data collection are concurrent, happening during one phase of the research study. Ideally, the priority would be equal between the two methods, but in practical application, the priority may be given to either the quantitative or the qualitative approach. This design usually integrates the results of the two methods during the interpretation phase. This interpretation either may note the convergence of the findings as a way to strengthen the knowledge claims of the study or must explain any lack of convergence that may result. This traditional mixed methods design is advantageous because it is familiar to most researchers and can result in well-validated and substantiated findings. In addition, the concurrent data collection results in a shorter data collection time period as compared with that of the sequential designs (p. 183) (Creswell et al., 2003, as found in Tashakkori and Teddlie's (2010) *Handbook of mixed methods in social and behavioral research*).

For greater understanding of the mixed methodology approach in this study, the quantitative and qualitative methods are looked at independently.

According to Creswell et al. (2003), the challenges inherent with a mixed methods approach can lead to limitations. The skill and knowledge to collect and present the data from two different schemes leaves plenty of room for error. Bazely (2004) reports that

often the data for mixed methods studies is processed as two separate entities (qualitative and quantitative). When the data is brought together to be merged, potential losses in information can and do occur which is counterintuitive to the use of mixed methods (Bazely, 2004). This is similar to Driscoll, Appiah-Yeboah, Salib, and Rupert's (2007) idea that the objective of qualitative research is to extract rich data but when it is subjected to a mixed methodology of research the data loses its fullness.

Aliaga and Gunderson (2000) suggest that quantitative research is the collection and use of numerical data to explain occurrences. The numerical data is statistically analyzed to bring forward a new level of understanding (Aliaga and Gunderson, 2000). At times the researcher must use techniques or tools to be able to quantify data which is not "naturally" quantifiable. Mujis (2011) presents the idea that the non-quantifiable data, such as attitudes and beliefs, can be made quantifiable through the use of scales which then can be synthesized into a statistical format. He notes that "The number of phenomena we can study in this way is almost unlimited, making quantitative research quite flexible" (p.2).

Quantitative data in the form of Likert scale (Likert, 1932) responses are collected and calculated by utilizing a survey. The Likert scale allows the researcher to create a tool of measurement for the attitudes or values associated with a given topic (Patten, 2011). Albaum (1997) explains that the Likert scale is utilized due to the obligation for a "person to rate (the) extent of agreement, (which) may encourage the retrieval and integration of more detailed information from memory than do items calling for a simple evaluation"(p.331). Toepoel and Dillman (2011) find that fully labeling choice options with both verbal and numerical information (1= Disagree to 4= Agree) adds to the

robustness of survey responses. The responses to closed-ended questions provide an efficient and effective manner to derive quantitative data regarding a specific subject (Kalton and Schuman, 1982).

Survey data typically is deficient with detail and profundity as it relates to the topic of interest in the study (Bryman, 2008). This along with the probability of self-selection bias for electronic survey participants really jeopardizes the findings ability to be generalized to the larger population (Thompson, Surface, Martin, Sanders, 2003; Wittmer, Colman and Katzman., 1999; Stanton, 1998). A low number of respondents would create the concern about the presence of sampling bias and low power (Button, Ioannidis, Mokrysz, Nosek, Flint, Robinson and Munafo, 2015; McLafferty, 2010). The method of contacting expatriate teachers and expatriate administrators through their supervisors may restrict a subset of the representative sample to not participate in the survey, creating a non-response bias (Utts and Heckard, 2006). Subsequently creating a major limitation on the ability to generalize the findings of this study onto the intended population.

Day (2005) states, “By comparison with quantities, qualities seem elusive and ethereal. We often use ‘quality’ as a measure of relative worth, as when referring to a ‘quality performance’ or ‘a person of quality’, or asking whether something is of good or poor quality.” He later expounds, “Whereas quantitative data deals with numbers, qualitative data deals with meanings” (p.11). In this study the use of open-ended survey questions as well and interviews are utilized to extrapolate qualitative data.

The technique of finding useful data from an open-ended question is such that it is complicated and can lead to problems regarding the reliability of the study (Montgomery



and Crittenden, 1997). The process of coding qualitative data involves the evaluation of raw data in a manner that allows the researcher to categorize responses into possible subjects (Bernard, 1994; Miles and Huberman, 1994; Gorden, 1992). Categorizing the qualitative responses (during the open-ended questions on the survey) is based on the use of thematic word choice. This methodology allows the researcher to see themes or patterns within the responses of the participants (Creswell, 2008; Neumann, 2000). The researcher uses these themes as potential evidence to support or refute a focus within the study.

When there is a low number of volunteers participating in the interviews, there is a larger potential for bias on behalf of the interviewer towards the interviewee (Denscombe, 2003). What may not be noticeable is that the researcher is not only recording the responses of the interviewee, but that the interviewer is unconsciously encouraging the participant to put together a story which the participant thinks the interviewer might want to hear (Fontana and Frey, 2000). The reliability of the data may be then put into question based on this particular bias. The low number of participants can limit the study's ability to be generalized to the pointed population.

To find raw data from this qualitative method allows the researcher to categorize the information into a useable format for the study. This process is recognized as the general inductive approach to analyzing data. Thomas (2006) describes that the primary purpose of the general inductive approach is to allow research findings to emerge from the frequent, dominant, or significant themes inherent in raw data, without the restraints imposed by structured methodologies (p. 238). The thematic data derived from the

interviews, as well as the open-ended questions in the survey, is then utilized to further contribute to the qualitative findings of this mixed methods study.

The use of what Creswell (2008) describes as a simple descriptive survey is chosen to collect a quantitative portrayal of noticeable trends within the population by studying the sample of international expatriate teachers and expatriate administrators. According to Babbie (1983), survey methods are useful for collecting original data to describe a population too large to observe directly. A survey allows the researcher to collect data from a larger number of people in a shorter period of time, in comparison to other collection methods (Mertens, 1998). Previous studies on international educator turnover have primarily utilized surveys (Mancuso et al., 2010; Odland and Ruzika, 2009) to collect data and to provide findings. Though Messer and Dillman (2011) find that mail surveys garner the greatest response rates, the logistical makeup of this study requires the use of the internet to collect data. Therefore the format for the survey is electronic. The responses to completed surveys are sent directly back to the electronic server (Survey Monkey <sup>TM</sup>) where they are collected by the researcher. The method chosen (electronic survey by Survey Monkey <sup>TM</sup>) is partly due to cost and expediency. The electronic survey offers an advantage of reaching your designated sample quickly and receiving responses in a rapid manner (Andrews, Nonnecke, and Preece, 2003). Web surveys collect higher quality data when using either open or closed-ended questioning (Shin, Johnson and Rao, 2012).

The survey is constructed using the designs in the Odland Survey of Teacher Turnover in International Schools (Odland, 2007). Permission from Dr. Glen Odland (Appendix B) supports the use of his survey for this study. By creating a survey of

similar structure to this particular study, the data may support findings which are equally valid and reliable as the study on international school movement by Odland and Ruzicka (2009). The survey is dissimilar, in comparison to the aforementioned international study, as the format has been modified to collect data on additional topics as well as the necessary information on school level administrators. Hence, there is a wider range of inquiry found in the three categories of survey questions. These categories are: Teacher or administrative profile (e.g. experience as a professional, previous international experience, education background, area of expertise, demographics), school characteristics (e.g. country of previous school, size of school, school programming, school status) and reason for departing previous international school. The survey contains both closed-ended and open-ended questioning.

Permission to distribute and collect data from the international schools comes from the Executive Director of AAIE. The survey link is distributed with a letter of explanation to the school heads who in turn disseminate the letter of directions and the survey link to their administrators and school teaching staff. The use of an informational letter is suggested by Ho, Biggeri, and Graham (2005):

“A high response rate is a critical success factor in the control of response bias. In this regard, adequate publicity of the survey and a clear explanation of survey purpose and usefulness of survey findings are effective ways of securing respondents’ cooperation. Stressing that data obtained in respect of individual persons or firms will be kept strictly confidential and used for statistical purposes only will help greatly”(p. 247).

With one hundred and eighty nine initiating the consent to participate, the qualifying questions eliminates thirty five volunteers. The one hundred and fifty four

remaining survey participants are made up of eighty nine teachers and sixty five administrators. Of that remaining number sixty five teachers and forty six administrators provide completed data for the survey.

The survey is made of three parts. The first part is the survey questions focusing on the reason for the expatriate teacher's or expatriate administrator's departure from their previous international school position. The second part is the collection of data to create a teacher/administrator profile. The final part is to connect the educator with the characteristics associated with their prior school placement. The survey begins with a set of twenty two closed-ended questions and follows with four open-ended questions. The survey then asks eighteen questions relating to demographic information related to the teacher/administrator and the school they commented on in the survey. To analyze the data found in the survey's closed-ended questions, which are using a Likert scale, it is under the consideration that the reason for the educator departing is possibly influenced by variables within the three categories of country, school/profession and personal. The frequency of selected responses is collected and tabulated into tables to demonstrate how the independent variable(s) influences the dependent variable.

Concerns regarding the rate of return elicit approaches utilizing follow up emails and incentives. It is recognized that multiple follow ups increases the rate of response (Dillman, 2000). Along with follow up communication, Deutskens, De Ruyter, Wetzels, and Oosterveld (2004) suggests that incentives, when feasibly obtainable, can positively affect rate of return. It should be noted that each survey participant is given the opportunity to win a twenty five dollar gift certificate to Amazon.com. Although research shows no decisive return on surveys when using incentives (Porter and Whitcomb, 2003;

Cook, Heath, and Thompson, 2000), prize draws in comparison to cash or no incentives, create a positive response rate and higher level of data retrieval (Bosnjak and Tuten, 2003).

The timing of the survey release is after the beginning of school and before the winter break, hence the decision to use gift cards as a possible prize incentive for the holidays. The use of the prize draw is to create a greater chance that the eligible teacher or administrator choose to take advantage of this opportunity.

Closed-ended questions are utilized to create a structured response mechanism and to efficiently process the collected information (Kalton and Schuman, 1982). Concerns regarding closed-ended questions typically fall in the area of limiting the respondent to a set list of responses (Krosnick, 1999). To offset this concern the open-ended questions at the end of the survey allows the respondents to elaborate or extend areas triggered during the closed-ended questions (Creswell, 2008). Please see a copy of the complete survey in Appendix C.

Four open-ended questions are part of the survey format. These types of questions allow the respondent to saliently voice their concerns and attitudes (Geer, 1988). The open-ended question on a survey offers the concept of anonymity and provides the respondent a forum to answer in an honest manner (Erickson and Kaplan, 2000). The open-ended questions not only allows the respondents to elaborate their closed-ended responses but also assist the researcher with the possibility of bringing forward new issues not immediately identified within the closed-ended questions (Chambers and Chaing, 2011; O’Cathain and Thomas, 2004). The request to fill out the open-ended questions is done in a manner that is inviting and unstructured to support

greater participation and elaboration by the participant (Patten, 2011). All survey participants are encouraged to participate in both the closed-ended questions as well as the open-ended questions in the survey.

An invitation is sent to school directors by the Executive Director of AAIE to find volunteer expatriate teachers and expatriate administrators whom would be interested in participating in a short interview. The school directors send the brief explanation of the study and an invitation to the interview to qualified expatriate educators at their school. The volunteers who are interested in participating in the interviews contact the researcher via email and the interview is set up to take place via the phone or skype. Volunteers file a consent (see Appendix D) to participate prior to their interview. In the structured open response method of interviewing the approach is consistent with question order and approach to the interviewee; flexibility is only found in allowing the participant to answer (or not answer) the question as they choose (King, 1994).

The following questions are asked during the interview:

A. Demographics

1. Name
2. Age
3. Gender
4. Years of service at international school

B. Departure Questions

1. Top reasons why you left your position as an administrator at the international school you were employed?
2. What might the international school have done to retain your services?

3. What changed from the time you signed the contract with the international school to the point where you decided it was time to leave the position?
4. Was there anything you could have done to change your decision to stay at the reported international school?
5. Would you ever consider returning to your past position of employment in the reported international school? If yes please explain.

All data is recorded on a micro digital recorder. Transcripts are taken down for each participant from the interview and voice recording. All data is secured and the confidentiality of the participants is also maintained through the use of a special coding system.

### **Data analysis**

Due to the nature of the study being mixed methods, the data analysis is divided into two separate sections. The quantitative data derived from the closed-ended questions in the survey is looked at first. The qualitative data from open-ended survey questions and the interviews is looked at second.

The survey data for both expatriate administrators and expatriate teachers are placed in construct categories from the conceptual model of Hayden, Rancic and Thompson (2000). The constructs presented in the Odland Survey of Teacher Turnover in International Schools (Odland, 2007) are Associative Factors and Self-reported Causal Factors. Odland (2007) suggests that associative factors are those factors which have predictive associations with teacher and administrator turnover. Causal factors are those factors which expatriate teachers and expatriate administrators have reported to have influenced their decision to leave a school (Odland, 2007). Presented in Table 1 the

construct categories are listed along with their sub-categories, references and associated question number(s) as they exist in the survey.

Table 1

*Construct categories for survey data analysis*

**1. Associative Factors**

**A. School Characteristics**

Administrative References	Question #	Sub-Category	Question #	Teacher References
Gates, et al., 2006	49	Size of School	93	Ingersoll, 2001
Beteille, et al. 2012, Burkhauser, et al., 2012	14,50	Perceived academic strength	58, 94	Hanushek, Kain, & Rivkin, 2004 Elfers, Plecki, & Knapp, 2006 Falch,& Ronning, 2005
None	51	Ownership Structure	95	Odland, 2007

**B. Educator Characteristics**

Administrative References	Question #	Sub-Category	Question #	Teacher References
Howley & Pendarvis, 2002	39	Gender	83	Imazeki, 2002
None	40	Age	84	Ingersoll, 2001
None	41	Marital Status	85	Stinebrickner, 2001
None	42	Children	86	Stinebrickner, 2001
Anderson, 2008 Beteille, et al, 2012	34, 35, 36	Experience	78, 79, 80	Elfers, Plecki, & Knapp, 2006 Hanushek, Kain, & Rivkin, 2004
Baker, et al., 2010	46	Subject Area	90	Ingersoll, 2001 Santiago, 2002
Baker, et al., 2010, Mulkeen, 2007	44, 45	Level of Education	88, 89	Sargent & Hannum, 2003
None	43	Language Acquisition	87	None



## 2. Self-Reported Causal Factors

### A. School Characteristics

Administrative References	Question #	Sub-Category	Question #	Teacher References
Hertling, 2001 Whitaker, 2003 Wylie, 1999 Yerkes & Guaglianone, 1998	8, 9, 17, 20	Senior Management/Administrative Leadership	52, 53, 61, 64	Ingersoll, 2001 Ingersoll & Smith, 2003 Elfers, et al., 2006 Johnson & Birkeland, 2003
Brooking, et al., 2003 Burkhauser, et al., 2012 Yerkes & Guaglianone, 1998 Hertling, 2001 Norton, 2002 Ngari, et al., 2013	10, 12, 13, 15, 16	Working Conditions	54, 56, 57, 59, 60	Webb, Vulliamy, Hamalainen, Sarja, Kimonen, Nevalainen, 2004 Elfers, et al., 2006 Buckley, Schneider, & Shang, 2005 Johnson & Birkeland, 2003 Sargent & Hannum, 2005
Exley, & Stewart, 2014 Howley & Pendarvis, 2002 Norton, 2002	18, 27	Compensation	62, 71	Imazeki, 2002 Ingersoll, 2001 Stinebrickner, 2001 Webb et al., 2004
Akech & Simatwa, 2010	11	Student Discipline	55	Ingersoll, 2001 Rhodes, Nevill, & Allan, 2004
Beteille, et al., 2012 Partlow, 2007	14	Academic Standards	58	Ingersoll, 2001

Fuller & Young, 2009				Webb et al., 2004
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### **B. Host Country Characteristics**

Administrative References	Question #	Sub-Category	Question #	Teacher References
None	25, 28	Safety	69, 72	Joslin, 2002
Exley & Stewart, 2014 Milburn, 2012	27	Economics	71	None

### **C. Educator Characteristics**

Administrative References	Question #	Sub-Category	Question #	Teacher References
Golloway, et al. 1986 Lashaway, 2003 Hertling, 2001 Milne, 2008	21, 22, 24, 26	Personal Factors	65, 66, 68, 70	Elfers, et al., 2006 Ingersoll, 2003
ERS, 2000 Mulkeen, 2007 Shepherd, 2010 Howley & Pendarvis, 2002	19, 23	Professional Advancement	63, 67	Ingersoll, 2001 Hardman, 2001

Adapted from the Odland Survey of Teacher Turnover in International Schools (Odland, 2007)

Questions one through five of the survey are used as gateway questions to assure that the person taking the survey is qualified and that they take the appropriate survey associated with their professional status (i.e. Administrator or Teacher). Approved expatriate teacher participants enter their survey through question six. Approved expatriate administrative participants enter their survey through question 7. For the expatriate administrator the Likert scale questions relate to the causal factors which begin on question eight. Questions eight through twenty nine for expatriate administrators are

closed-ended questions. The Likert scale questions for both the expatriate administrator and expatriate teacher surveys offer the participant the opportunity to answer a given statement as it relates to the associated causal factors with one of the following options:

- 1) Strongly Disagree
- 2) Disagree
- 3) Agree
- 4) Strongly Agree

For expatriate teachers their closed-ended questions begin on question fifty two and end on question seventy three. Four open-ended questions follow the closed-ended questions of both surveys. The remainder of the survey is made up of demographic questions relating to the study participant and the school they have chosen to report on for the study.

Though an independent t test is in use to determine statistical significance when it comes to the particular participant's gender and the length of time they remain as an educator, the majority of the quantitative data from the survey is examined using a one way analysis of variance (ANOVA). The purpose of the study is to determine factors which effect expatriate teacher and expatriate administrator turnover in international schools. Educator turnover is the identified dependent variable. The categorical factors for departing are the identified independent variables. The objective of comparing the means of multiple independent variables and their effects on the dependent variable would call for the use of the Analysis of Variance (ANOVA) (Utts and Heckard, 2006). The alpha level ( $\alpha$ ) is set at 0.05 to determine statistical significance. In Odland's (2007)

study on international teacher turnover the ANOVA is successfully utilized to analyze his data. For this study the electronic survey data is collected through the web based product Survey Monkey™. The ANOVA is the statistical technique applied to the extrapolated data in the computer software program SPSS™.

To determine the level of influence on the dependent variable, a simple multiple regression is utilized with those factors identified as being statistically significant. SPSS™ performs the simple multiple regression on both expatriate teacher and expatriate administrator data if factors are statistically significant.

The qualitative data from the open-ended survey questions as well as the interview questions are organized using the general inductive approach. Thomas (2006) explains that the general inductive approach maintains a process where the raw data is examined in a manner that permits the researcher to identify pervasive and overriding evidences as they naturally avail themselves in a non-structured method. The processed data can then be organized in a method that supports the qualitative portion of the study (Thomas, 2006).

Raw transcript data from the open-ended survey questions and the interview questions are placed into a legible template. The individual responses are read separately by two readers. The reader's objectives are to search for and extract the intended meanings of the individual who is making the response to the questions. Codes are applied and eventually compared for validity. The coded material is then placed into categories (when applicable) based on the developed causal factors of the study. Thematic material is then derived from that categorical information in support of the

qualitative data for this study. The responses and coding to the open-ended survey questions and the interviews can be found in Appendices F, G, I, and J.

## Chapter Four

### Results

This chapter is divided by the two separate groups who are involved in this study. Expatriate teacher data are presented first, followed by expatriate administrator data. Both sections are structured with an overview of the participants, the (mean/median) length of time of service, quantitative data from the survey, qualitative data from the open-ended survey questions, and qualitative data from interviews. The survey in use to collect the data for this study is an adaption of the Odland Survey of Teacher Turnover (Odland, 2007). It is adapted to include questions concerning both expatriate administrators and expatriate teachers. The survey use and adaptation is with the permission of Dr. Glenn Odland.

#### Teacher Survey Results

This section presents both quantitative and qualitative expatriate teacher survey data. Teacher demographic and descriptive information for survey participants is illustrated in Tables 2 and 3.

Table 2

*Expatriate teacher survey participant demographics*

Category	Responses in percentages				
Gender	Female	Male			
	66.2	33.8			
Age range	29 or lower	30-39	40-49	50-59	60 +
	15.4	58.5	18.5	4.6	3
Citizenship	United States	Canada	United Kingdom		
	53.9	18.5	10.8		

Table 3

*Additional demographic information on expatriate teacher survey participants*

<b>Category</b>	<b>Responses in percentages</b>				
<b>Native language proficiency based on school location</b>	<b>Novice</b> 53.9	<b>Intermediate</b> 33.9	<b>Advanced</b> 7.7	<b>Superior</b> 4.6	
<b>Prior international experience</b>	<b>Educator</b> 31.8	<b>Travel</b> 27.3	<b>None</b> 18.2	<b>Student</b> 10.6	<b>Work</b> 7.6
<b>Location of international school</b>	<b>Mexico</b> 20	<b>Egypt</b> 7.7	<b>Thailand</b> 7.7	<b>China</b> 6.2	
<b>Years of service at international school</b>	<b>1 yr.</b> 10.8	<b>2 yrs.</b> 21.5	<b>3 yrs.</b> 24.6	<b>4yrs.</b> 18.5	<b>5 +yrs.</b> 24.6

From the tables, the majority of the expatriate teachers participating in the survey are female. Female teachers are shown to serve an estimated mean time of 3.2 years at their respective international schools. The male teachers are shown to serve an estimated mean time of 3.4 years at their respective international schools. From this sample of expatriate teachers the typical length of service at an international school is approximately 3.3 years. The median years of service for these study participants is 3.0 years (N=65). The vast majority of the expatriate teacher's participating in this survey are under forty years of age.

The majority of expatriate teachers in this study report having novice to intermediate verbal skills relating to the native language of the home country of their respective international schools. Most respond that they have previous international experience as teachers or travelling abroad. Interestingly several report having no international experience prior to their teaching placement.

The citizenship of the expatriate teachers reporting on this survey mostly come from the United States. Expatriate teachers from Canada and the United Kingdom make

up most of the remaining teachers participating in the survey. A wide variety of international school locations are present within the survey participants. Mexico has the largest number of expatriate teacher respondents.

**Factors associated with teacher turnover.** The quantitative data comes from the closed-ended portions of the survey. This information is put together to determine statistical significance of the represented factors and their association with expatriate teacher turnover at international schools. A breakdown of the age of expatriate teacher participants is presented in Table 4.

Table 4

*Teacher age profile*

Teacher age at the time of your departure.	Percentage	N
a. 29 or lower	15.4	10
b. 30-39	58.5	38
c. 40-49	18.5	12
d. 50-59	4.6	3
e. 60 or higher	3.1	2

It should be noted that in Table 4, age and service completed are statistically significant. The relationship is a bit difficult to interpret. There would be a clearer trend of older teachers staying longer, but the cell with 50-59 is uncharacteristic. It would seem instead that this might just be caused by the low sample sizes (note that N for ages 50-59 is three and N for age 60 and higher is two). In general though, it does seem that younger expatriate teachers tend to stay for less time.

**Children.** Based on the findings, the number of dependent children an expatriate teacher has, is associated with their tenure at the international school. There is a



statistical relationship ( $p < .05$ ) between expatriate teacher retention and the number of dependent children in their homes as presented in Table 5.

Table 5

*Relationship between the number of children and duration of teachers stay*

**ANOVA<sup>a</sup>**

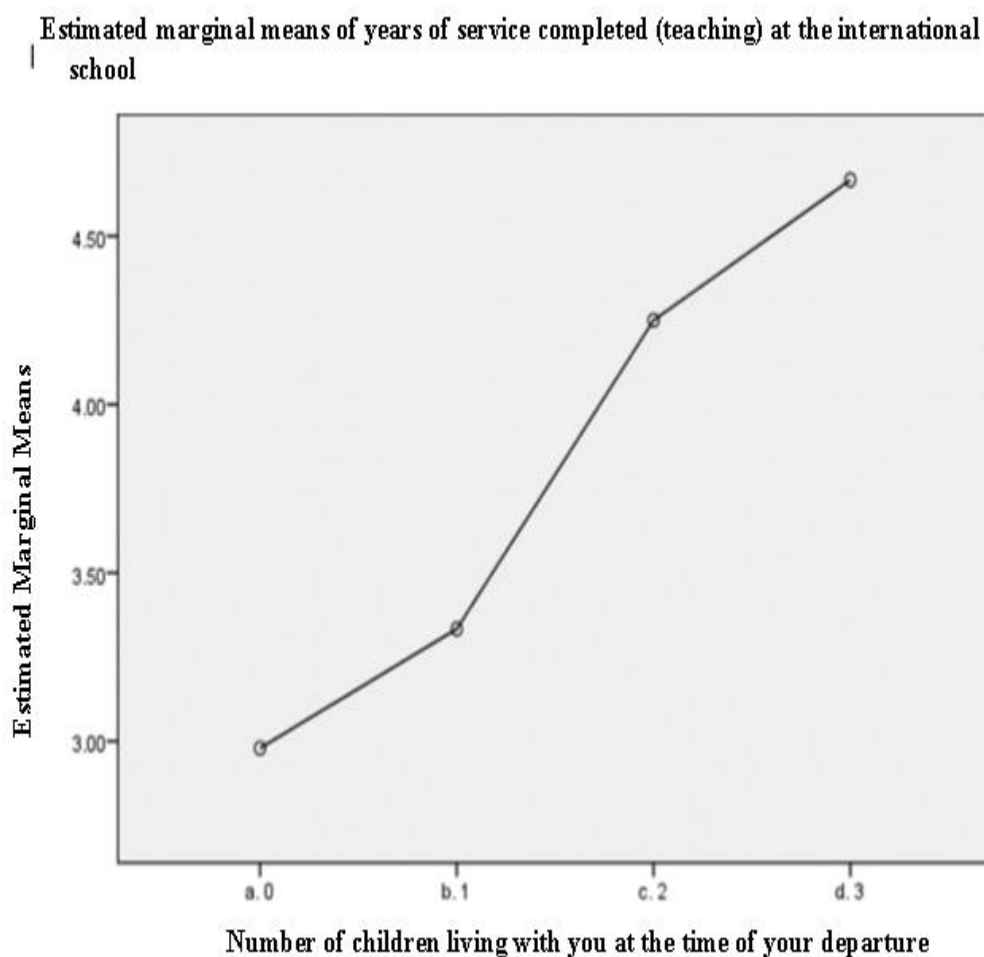
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.2	1	17.2	11.2	.001 <sup>b</sup>
	Residual	97.0	63	1.6		
	Total	114.1	64			

Data taken from SPSS™

The relationship between the number of dependent children an expatriate teacher has in their home and how that extends their tenure at the international school is presented in Table 6.

Table 6

*Expatriate teacher's years of service and number of dependent children*



### Statistically Insignificant Factors

Based on the expatriate teacher responses on the survey's closed-ended questions, the factors of gender, administrative leadership, working conditions, compensation, academic standards, host country characteristics, personal factors, professional advancement, student discipline and language fluency, show no statistical significance related to expatriate teachers and their decision to leave their respective positions. The rationale for this may be in connection with the low statistical power relating to the low

number of participants in the study (Button et al., 2015). A simple bivariate correlation chart maps all variables in this particular study as presented in Table 7.

Table 7

*Bivariate correlates of teacher duration in years*

Factor	Pearson's r	Sig (2-tailed)
Number of children	.39	.001*
Age of teachers	.36	.004*
Student discipline issues	-.27	.027
Personal factors: expectations of school not met	-.15	.226
Personal factors: expectations of professional role not met	-.13	.312
Academic standards concerns	-.13	.313
Compensation issues	-.13	.315
Professional advancement: opportunity to lead	.10	.420
Administrative leadership: supportive	.10	.430
Host country: safety in country	.08	.513
Quality of working conditions	-.05	.668
Personal factors: personal life jeopardized	.05	.711
Personal factors: personal decision	.04	.745
Host country language proficiency	-.03	.814
Host country: living conditions	-.01	.969
Professional advancement: opportunities outside current international school	-.00	.985

\*Statistically significant

N=65

### **Multiple Regression: Age of Teacher and Teacher with Children**

A multiple regression was run to look at variables which are determined statistically significant. The multiple regression is using the statically significant variables of age of the teacher and the teachers who have children to determine the level of influence on the dependent variable. A multiple regression demonstrates that these

identified independent variables explain twenty percent of the variation effecting the dependent variable (teacher time spent at international school) in this study. The data is presented in Table 8.

Table 8

*Level of predictability the of number of dependent children and the age of expatriate teacher*

**Model Summary**

Model	r	r square	Adjusted r square	Std. Error of the Estimate
1	.48 <sup>a</sup>	.23	.20	1.2

Data taken from SPSS <sup>TM</sup>

a. Predictors: (Constant), Number of children living with you at the time of your departure from the recognized international school?, Your age at the time of your departure from the recognized international school.

The independent variables of number of dependent children and age at the time of the departure all demonstrate statistical significance ( $p < .05$ ) in regard to expatriate teacher years of service at the international school as presented in Table 9.

Table 9

*The statistical significance of the variables of number of dependent children and the age of the expatriate teacher*

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26.2	2	13.1	9.2	.000 <sup>b</sup>
	Residual	88.0	62	1.4		
	Total	114.1	64			

Data taken from SPSS <sup>TM</sup>

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

b. Predictors: (Constant), Number of children living with you at the time of your departure from the recognized international school?, Your age at the time of your departure from the recognized international school:

When controlling for the unique contributions of age of the teacher, and number of dependent children, both the age of the teacher ( $p=.014$ ) and the number of dependent children ( $p=.005$ ) contribute to predicting duration as an expatriate teacher in an international school. This is presented in table 10.

Table 10

*Expatriate teacher's age and the number of dependent children predicts teacher tenure*

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.5	.44		3.5	.001
	Your age at the time of your departure from the recognized international school:	.44	.17	.29	2.5	.014
	Number of children living with you at the time of your departure from the recognized international school?	.50	.17	.33	2.9	.005

Data taken from SPSS <sup>TM</sup>

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

### Open-Ended Survey Questions for Teachers

In response to a question allowing the expatriate teacher to openly comment on the survey dedicated to expatriate teacher turnover, twenty two of the sixty five teacher survey participants answered with viable responses. Response patterns are demonstrated in Figure 1.

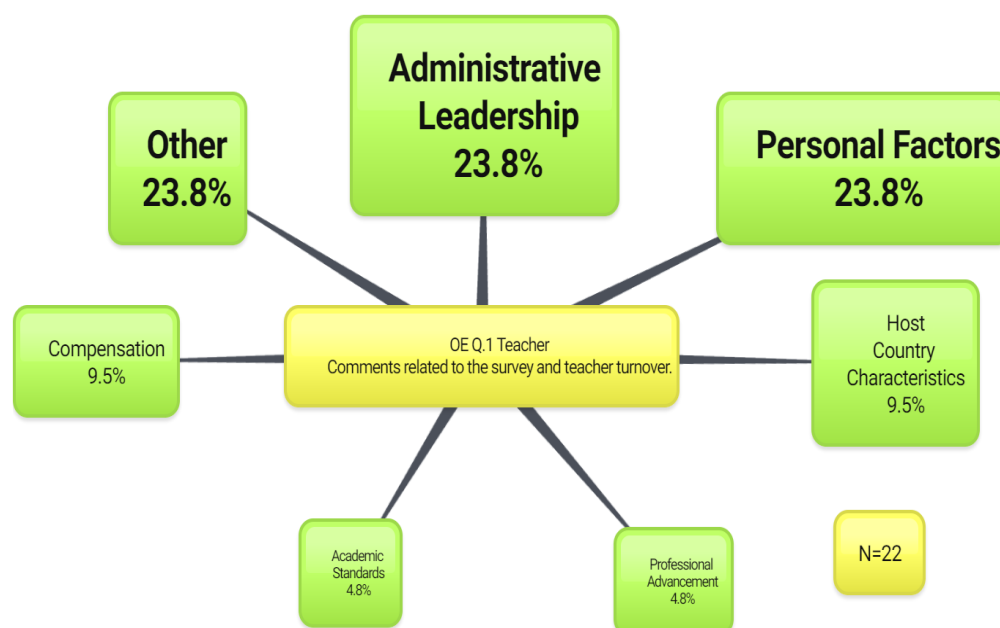


Figure 1. *Factors presented in regards to expatriate teacher turnover.*

The frequency of teacher responses suggests that administrative leadership and personal factors are influential in the expatriate teacher's decision to leave their international position. It is important to note that "administrative leadership" is a category relating to the person directly in charge of students, staff, teachers and the application of school rules and policy at the school level and not senior management. Statements such as "Essentially there was a change in leadership that conflicted with my philosophy", and "The school level leadership was continually changing (3 principals in 4 years)" are related to the category of administrative leadership. Personal factors are

related to such statements as “I gave up a high paying wonderful job but was feeling homesick and my mother was not well” and “My reason for leaving was purely personal”. A mix of responses supports the category of “other” receiving frequent responses. Under the category of “other” statements are related to visa issues, unexplained dismissal from duty as well as explanation of survey responses (general).

Within the survey the expatriate teacher is encouraged to offer their three primary reasons for leaving their respective international position. All of the teacher survey participants answered this particular question. Figure 2 offers the frequency in which the categories are covered by teacher survey participants.

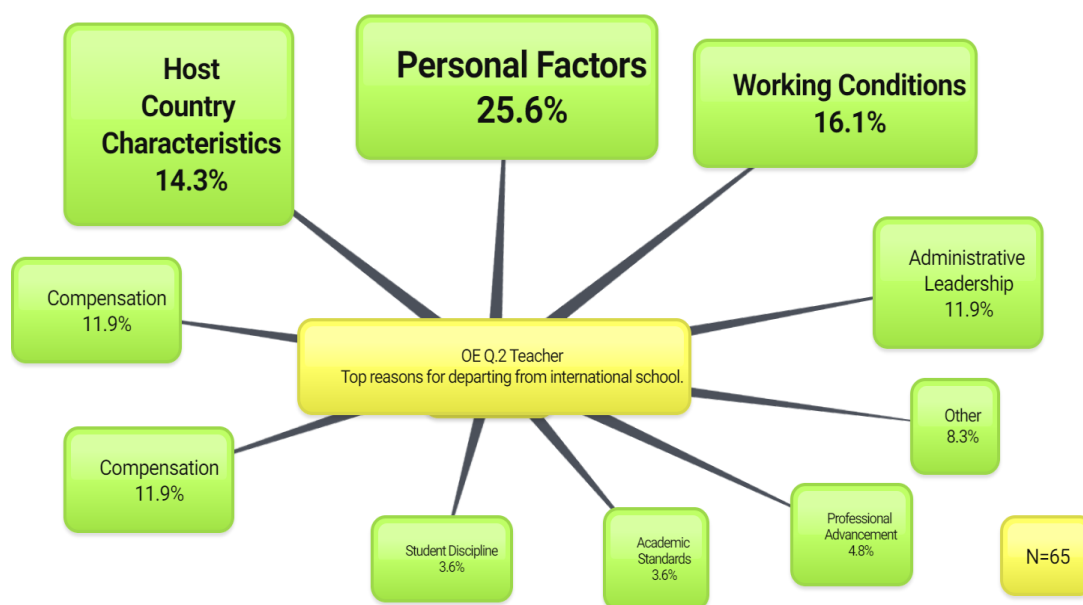


Figure 2. *Primary reasons for expatriate teachers leaving their positions.*

The frequency of responses suggests that personal factors, working conditions and host country characteristics are some of the major categories influencing the teacher’s decision to leave their international position. Statements such as “I wanted to move to a new country and experience a new culture”, and “Homesick with young children....” are statements relating to the category of personal factors. Working conditions are also



relevant to why teachers leave their international positions. Simple concerns such as “workload was intense” or “workload at school” presents a sentiment of being overwhelmed by the school’s expectations and position’s responsibilities. Host country characteristics are relating to such statements as “...way of life in my host country...” and “the culture of the country was very demoralizing for women” presents common concerns.

Teachers are queried whether the international school could do something to prevent their departure. As illustrated in Figure 3, out of the sixty five respondents, forty four suggest that the international school could do something to possibly prevent their departure.

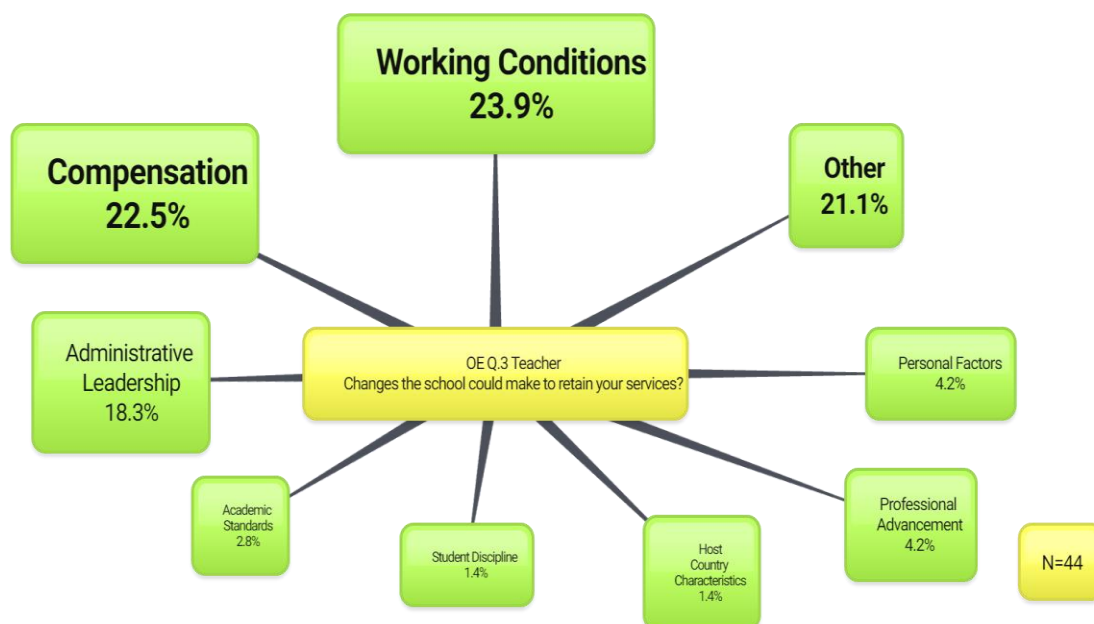


Figure 3. *School changes to deter expatriate teacher departure from international school.*

The frequency of responses suggests that working conditions, compensation, “other”, and administrative leadership could make a difference in their decision to leave their international school. Statements such as “they could also have at least indicated a

willingness to create a healthier atmosphere” and “invite participation in conversations, value my input, explain decisions...” support a need to focus on working conditions. Compensation characteristics are relating to such statements as “Increased salary....” and “They could have offered more competitive salaries...” as well as “Kept pay in USD (United States Dollars)”. The category of “other” typically comes about regarding benefits. An example of a benefits concern would be “Better package to include a housing allowance that could have actually paid for housing”. Statements such as “...supportive administration” and “Let the head of school be replaced in a formal and transparent process” are relating to the category of administrative leadership.

Further comments about the departure from the international school are requested from the teacher survey participant. Twenty four of the sixty five teacher survey participants answer with responses associated with the following categories available in Figure 4.

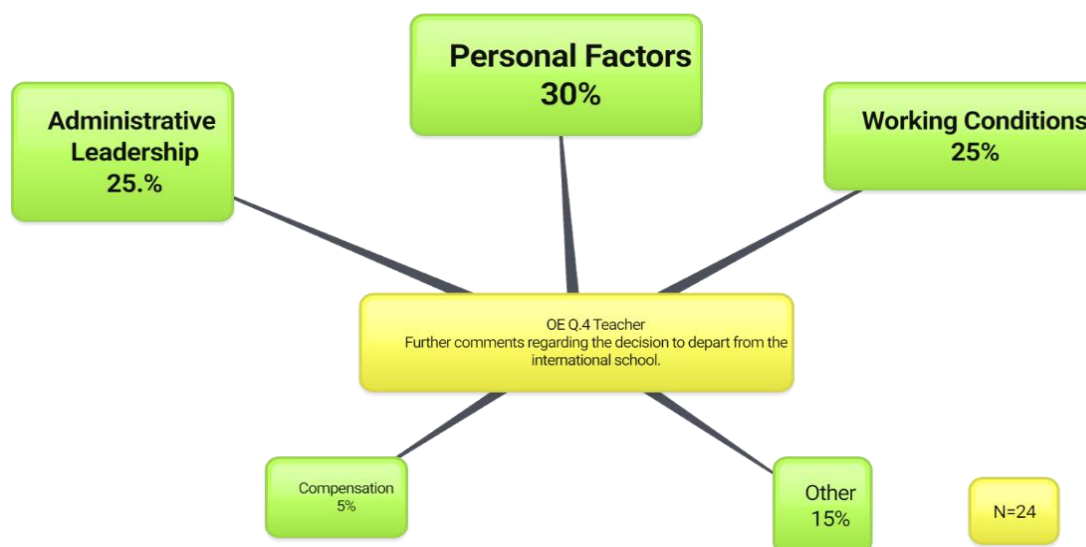


Figure 4. *Expatriate teacher comments related to their turnover decision.*

Personal factors, administrative leadership, and working conditions are the most frequently chosen categories. Personal factors are in statements such as, "...I did not want to be so far from the states (USA)" and "I simply wanted to see the world and experience another country". Reports such as "There was tons of drama with admin and local teachers" and "When strong personalities are involved, it is important for leadership to be able to communicate a clear sense of value for each employee...." all reflect administrative leadership concerns. Under the category of working conditions, statements such as, "...the teachers were seen only as workers not professionals" as well as, "Working in a for-profit school feels like education is less important than the bottom line of the company".

### **Teacher Interviews**

Following the demographic information, this section is divided up with the questions given to the teachers who volunteered to participate in the interviews. The following questions are the main content of the interview:

1. Top reasons why you left your position as a teacher at the international school you were employed?
2. What might the international school have done to retain your services?
3. What changed from the time you signed the contract with the international school to the point where you decided it was time to leave the position?
4. Was there anything you could have done to change your decision to stay at the reported international school?
5. Would you ever consider returning to your past position of employment in the reported international school? If yes please explain.

Demographics of teacher interviewees are presented in Table 11.

Table 11

*Expatriate teacher interview participant demographics*

Category	Responses in percentages				
Gender	<b>Female</b> 64.3	<b>Male</b> 36			
Age range	<b>29 or lower</b> 60 + 14.3 0	<b>30-39</b> 57.1	<b>40-49</b> 28.6	<b>50-59</b> 0	
Years of Service	<b>1 yr.</b> 28.6	<b>2 yrs.</b> 14.3	<b>3 yrs.</b> 7.1	<b>4 yrs.</b> 21.4	<b>5 + yrs.</b> 28.6

**Teacher interview responses.** The five questions in the interview illicit responses from the expatriate teachers which are then coded to provide thematic findings. The initial question regarding the top reasons for leaving the international school received a complete response from all participants as illustrated in Figure 5.

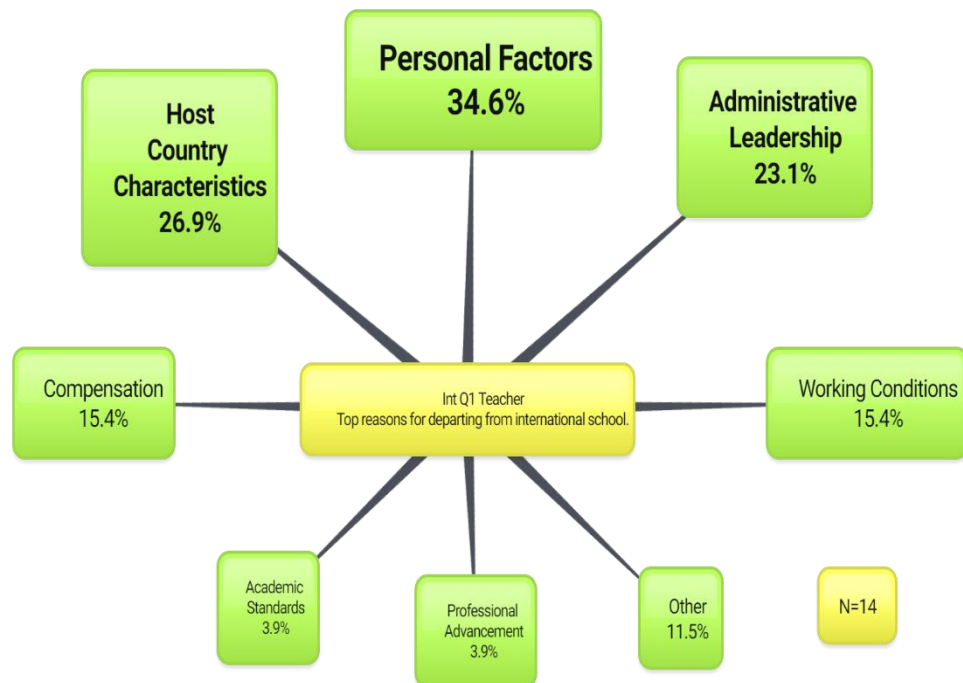


Figure 5. *Primary reasons for expatriate teachers leaving their positions.*

Personal factors, host country characteristics, and administrative leadership are the most frequently chosen categories. Under the category of personal factors, statements such as “I really wanted to go back to the states and reconnect with the family” and “I was in a long distance relationship which was moving toward marriage” as well as, “My stepson was having many problems with the school and culture....”reflect the greater percentage of responses. Responses in relation to host country characteristics can be seen in the following reports: “My primary reason for leaving was that the city we lived and worked in was immense and depressing” and “The school was pretty safe once you went through security but the city we lived in was impossible.” Reports such as “Leadership was not able to implement meaningful intervention as the board ran the school without much insight” and “...we had so many admin changes that this was probably going to change anyway but the administration in place was just bad ....” reflect administrator leadership concerns.

The expatriate teachers in the interview explain what the international schools could do to retain their services at their prior positions. The frequency of responses are presented in Figure 6.

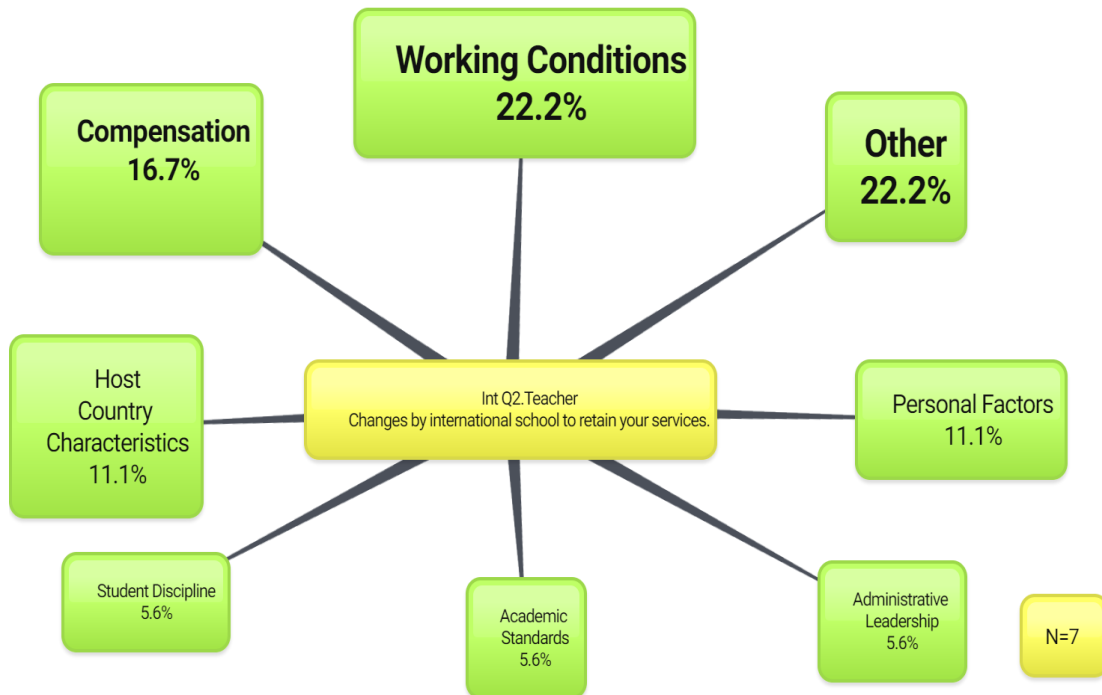


Figure 6. *Interventions by the school to retain expatriate teacher.*

The frequency of responses suggests that the categories of “other”, working conditions, and compensation could make a difference in their decision to leave their international school. Statements such as “...the lack of retirement options as well as the loss of expatriate benefits...” and “I might of considered staying if the benefits package was increased” are related to the category of “other”. The category of working conditions shows in comments such as, “...if the workload was reasonable....” as well as “The workload gave us no time to appreciate where we were....” Compensation characteristics are relating to such statements as “They could offer a more competitive salary and benefit package ....” and “Definitely better pay and benefits to start.”

The data from interviewing teachers demonstrates in Figure 7 what areas of change affected their decision to depart from the international school.

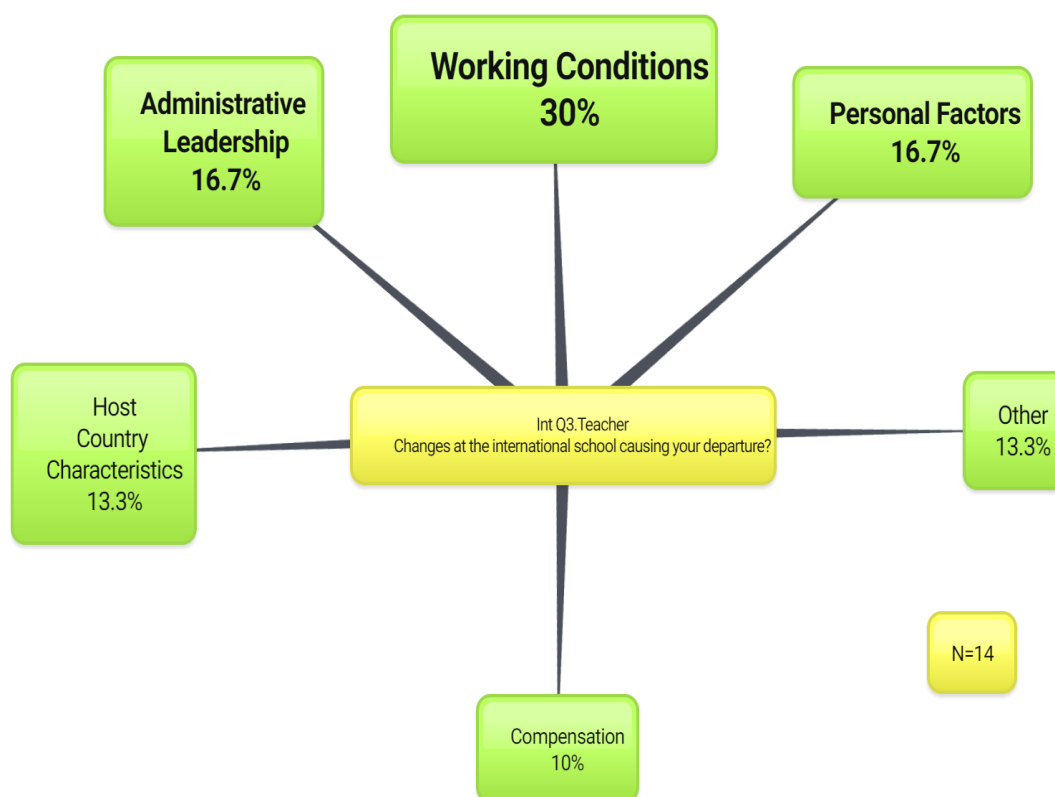


Figure 7. *Changes which occurred after contract signed by expatriate teacher.*

Working conditions, administrative leadership and personal factors are the most frequently chosen categories. Under the category of working conditions, statements such as “We were always losing staff...teaching and administration” and “I was also signed up to work with younger elementary students but due to staffing issues they moved me to work with fifth graders which was a bit of a challenge for me.” Reports such as “Leadership was invisible” and “Somewhere during my first year I could see the leadership was pretty clueless ....” reflect administrative leadership concerns. A focus on the category of personal factors is demonstrated in statements such as, “Time passed on and my husband and son had strong feelings and reasons to go back home...” as well as, “...my soon to be husband wasn’t able to find work.”

Illustrated in Figure 8 are the changes that the expatriate teacher could do to improve their previous situation at the reported international school.

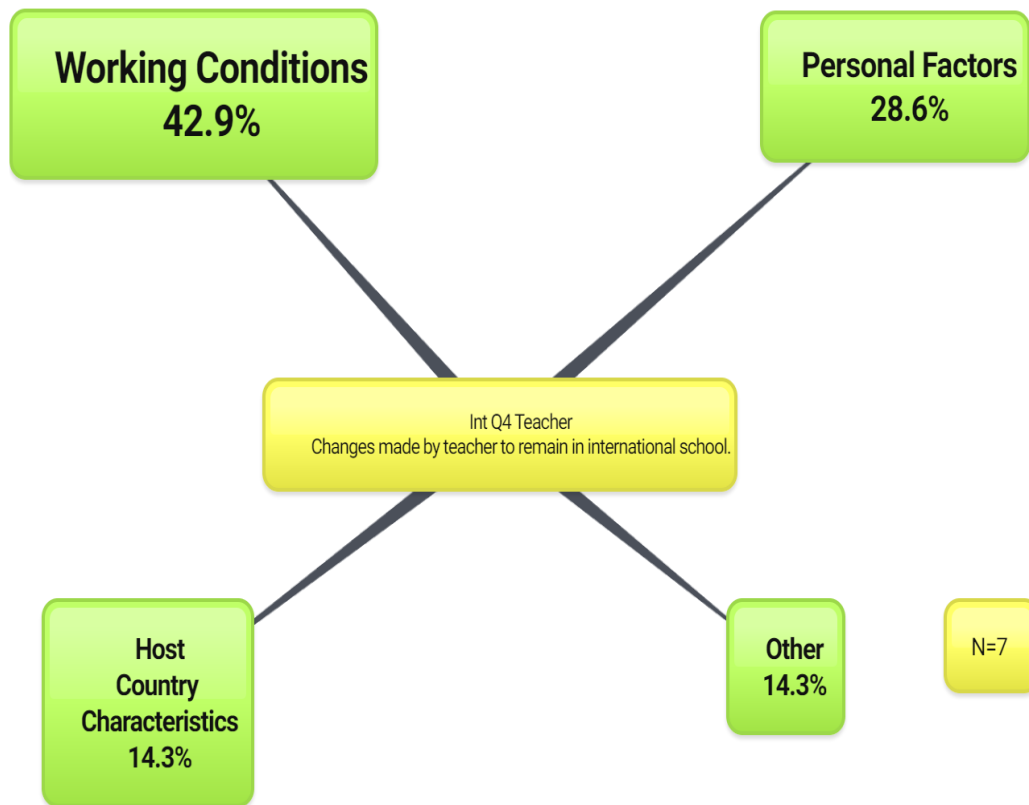


Figure 8. *Possible changes by the expatriate teacher to remain at international school.*

For those teachers who did respond, the frequency of responses are spread amongst the following categories: Working conditions, personal factors, host country characteristics, and “other”. The category of working conditions is covered with the statement, “We should of asked about the school, the schedule, workloads and other items....” Another interviewee says “...our adolescent son really struggled with the change” which is a response in connection with the category of personal factors. Statements such as “I think we should of decided to work at a less urban school overseas” supports the host country characteristics category. Under the category of “other”, one interviewee states “...I could have made it easier on myself if I was more advanced in the local language.”



The changes that would make a difference and encourage the expatriate teacher to return to the international school are demonstrated in Figure 9.

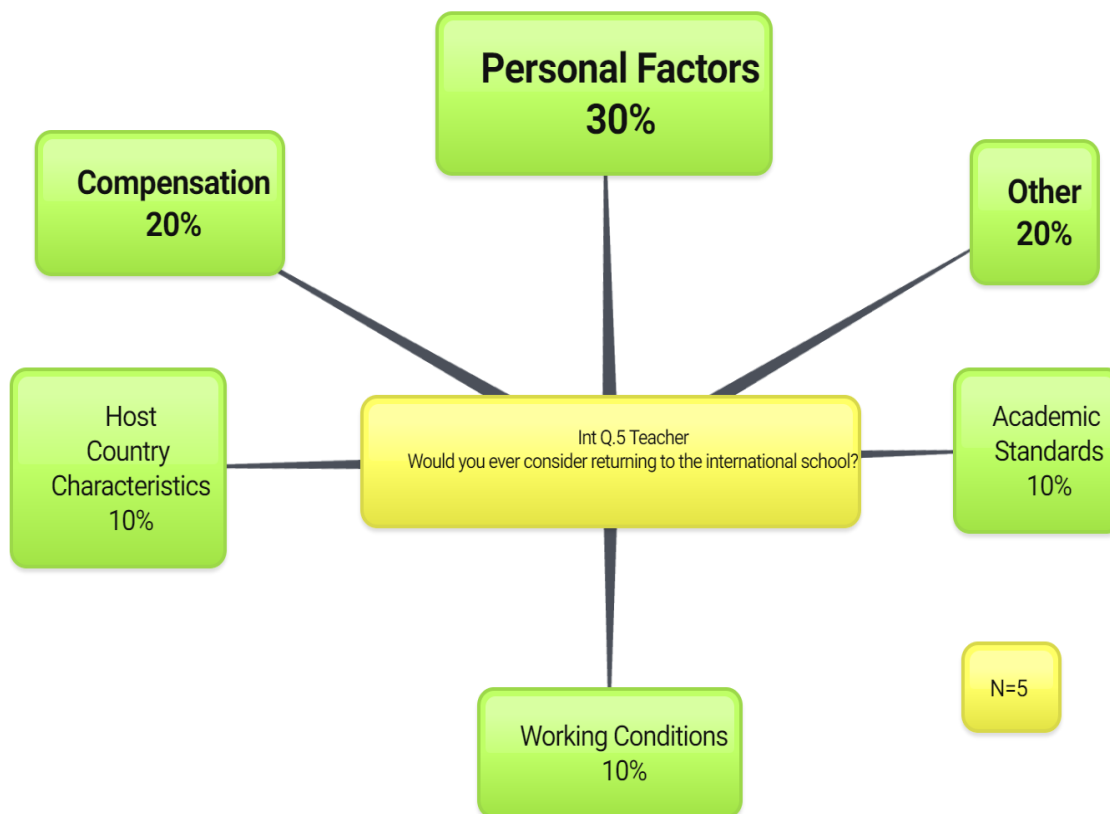


Figure 9. *Expatriate teacher's prerequisites to return to international school.*

Those expatriate teachers who have an interest in returning suggest that personal factors, compensation and the category of “other” influence their desire to return to the international school. Statements such as “Once my family life here in the states slowed down, and my career at the current school I’m working at was winding down, I would have an interest in working abroad again” and “...need to be assured that my husband would be employed” are relating to the category of personal factors. Under the category of compensation reports such as “...salaries need to be risen to compete with other international schools” and “It seems counterintuitive to give people less after they have been with the company and contributed positively for over five years but that was the set

up that led me away” support the idea that compensation could figure into an expatriate teacher’s desire to return to their international school. Statements surrounding benefits like “The salary and benefits need to be extended as an incentive to stay....” primarily support the category of “other”.

### **Administrator Survey Results**

This section presents both quantitative and qualitative data. Closed-ended questions as well as open-ended questions are used by the expatriate administrative participants via an electronic survey. The survey is an adapted version of the Odland Survey of Teacher Turnover (Odland, 2007). Qualitative data also are procured from administrators who participated in short interviews. This section is based on school level expatriate administrators who are responsible for the teachers and students assigned to them by senior management at the school site. It is important to note that senior management (i.e. superintendents, board of directors, chief executive officer, or owner) is defined by their role of overseeing the role of the school level administrator. Both terms (School level expatriate administrator and senior management) are used in the study and should be differentiated based on their roles in a school setting. Demographic and descriptive information is provided in Tables 12 and 13.

Table 12

*Expatriate administrator survey participant demographics*

<b>Category</b>	<b>Responses in percentages</b>			
Gender	<b>Female</b> 21.7	<b>Male</b> 78.3		
Age range	<b>30-39</b> 8.7	<b>40-49</b> 43.5	<b>50-59</b> 17.4	<b>60 +</b> 30.4
Citizenship	<b>United States</b> 82.6		<b>Canada</b> 10.9	

Table 13

*Additional demographic information on expatriate administrator survey participants*

<b>Category</b>	<b>Responses in percentages</b>			
Native language proficiency based on school location	<b>Novice</b> 56.5	<b>Intermediate</b> 19.6	<b>Advanced</b> 8.7	<b>Superior</b> 13
Prior international experience	<b>Educator</b> 81.6	<b>None</b> 8.2	<b>Student</b> 4.1	
Location of international school	<b>Brazil</b> 10.8	<b>Poland</b> 6.5	<b>Senegal</b> 6.5	<b>Venezuela</b> 6.5
Years of service at international school	<b>1 yr.</b> 10.8	<b>2 yrs.</b> 2	<b>3 yrs.</b> 13	<b>4yrs.</b> 17.4
				<b>5+yrs.</b> 61

Based on the demographic data, the majority of the expatriate administrators participating in the survey are male. Male administrators are shown to serve an estimated mean time of 4.3 years at their respective international schools. The female administrators are shown to serve an estimated mean time of 4.1 years at their respective international schools. Regardless of the gender, the vast majority of the expatriate administrators are over forty years old. It should be noted that one of the largest age groups is sixty years and older.

The majority of expatriate administrators in this study report having novice to intermediate verbal skills relating to the native language of the home country of their

respective international schools. Most respond that their previous international experience is that of a working educator. Interestingly a few report having no international experience prior to their international administrator placement.

The citizenship of the expatriate administrators reporting on this survey is that of the United States. There are a few expatriate administrators from Canada participating in the survey. A wide variety of international school locations are present within the survey participants. Brazil has the largest number of expatriate administrator respondents. From this sample of expatriate administrators the typical length of service at an international school is approximately 4.2 years. The median years of service for these study participants is 5.0 years (N=46).

#### **Factors Associated with Administrator Turnover**

**Insignificant Factors.** The data from the closed-ended questions relating to age, gender, the number of dependent children, senior management, working conditions, compensation, student discipline, academic standards, host country characteristics, personal factors, professional advancement, and language fluency shows no statistical significance in relation to the expatriate administrator and their decision to leave their respective position. The rationale for this may be in connection with the low statistical power relating to the low number of participants in the study (Button, et al., 2015). A simple bivariate correlation chart of all variables in this study is presented in Table 14.

Table 14

*Bivariate correlates of administrator duration in years*

Factor	Pearson's r	Sig (2-tailed)
Personal factors: personal circumstances	.24	.116
Personal factors: expectations of school not met	-.17	.259
Host country language proficiency	.15	.314
Professional advancement: opportunities outside current international school	.13	.377
Age of administrators	.07	.398
Professional advancement: opportunity to demonstrate leadership in the school	-.12	.443
Personal factors: expectations of professional role not met	-.11	.457
Senior management support	-.09	.540
Compensation issues	-.09	.570
Quality of working conditions	-.05	.758
Number of children	.04	.799
Host country: safety in country	.03	.823
Academic standards concerns	-.03	.871
Host country: living conditions	.02	.880
Personal factors: personal life jeopardized	-.02	.900
Student discipline issues	-.01	.959

N=46

### **Open-Ended Survey Questions for Administrators**

When given the opportunity to comment openly regarding survey questions about expatriate administrator turnover from their international school placement, nineteen of the forty six survey participants answered with responses associated with the following categories as presented in Figure 10.

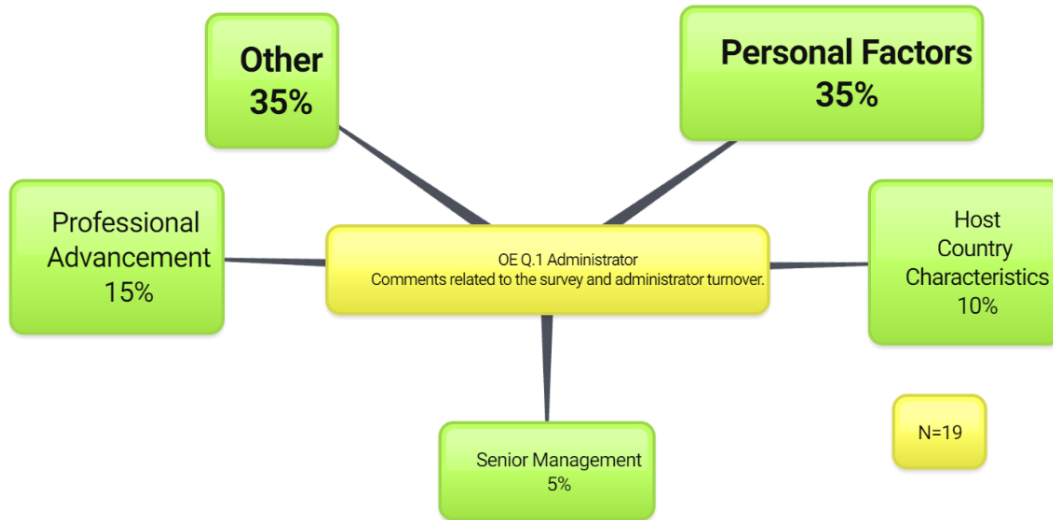


Figure 10. *Factors presented in regards to expatriate administrative turnover.*

The frequency of responses fall into the following categories of “other” and personal factors as influential factors in the expatriate administrator’s decision to leave their international position. Statements such as “I was a head of school and my contract was not renewed”, and “Had to leave because of the length of visa permit to stay in the country” are in relation to the category of “other”. Personal factors are in connection with such statements as “I retired from my last position to be closer to family” and “The biggest reason I left was to have a new and different experience”.

Within the survey the expatriate administrator offers their top three reasons for leaving their respective international position. Forty six out of the forty six administrative survey participants answer this particular question. Figure 11 presents the frequency in which the categories are covered by administrative survey participants.

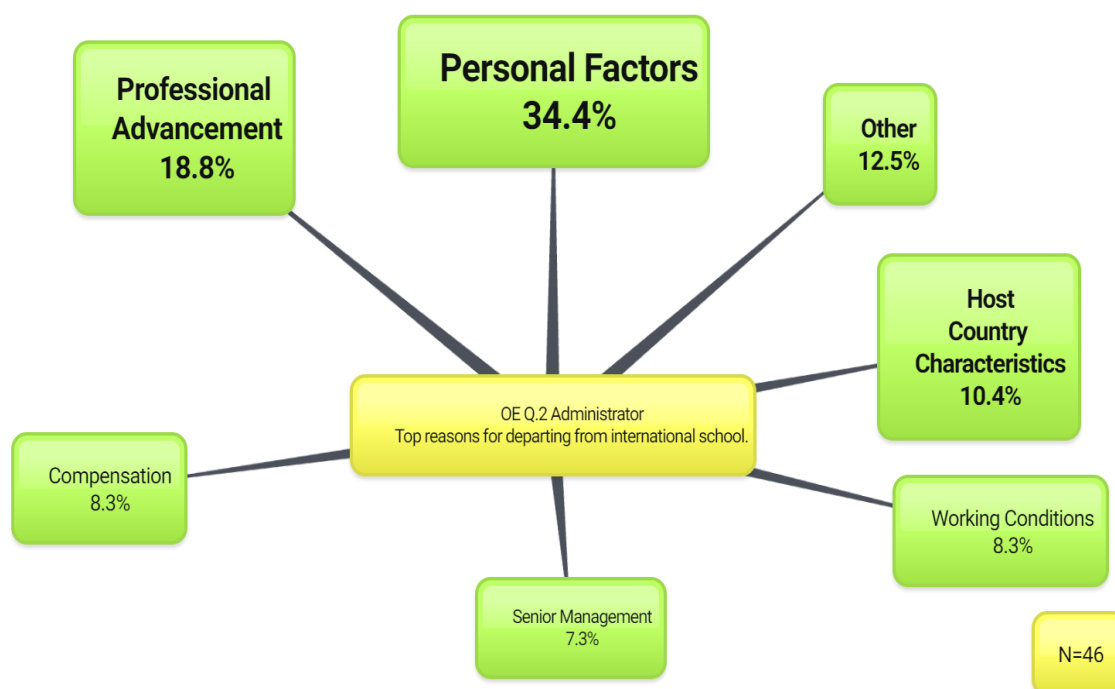


Figure 11. *Primary reasons for expatriate administrators leaving their positions.*

The frequency of responses suggests that personal factors, professional advancement, “other” as well as host country characteristics are some of the top categories influencing the expatriate administrator’s decision to leave their international position. Statements such as “(MY) Kid’s educational transition (into middle school)”, and “New opportunities and new experiences” relates to the category of personal factors. Professional advancement connects to such statements as “Career advancement” and “New professional opportunity at a different school” as well as, “Need for a position of greater responsibility”. Under the category of “other” reports such as “Superintendent withdrew my contract after offering it to me...” as well as the simple statement “Could see that the benefits, package etc. were fixed and not negotiable” substantiates this particular category. Finally comments under the category of host country characteristics such as “Complicated community” as well as “...time for

a change (with) living conditions of the host country” presents some rationale for departing the reported international school.

The subsequent question is asking expatriate administrators whether the school could do something to prevent their departure. Of the forty six respondents, fifteen suggest that the school could possibly prevent their departure. Fifteen respondents provide ideas of what might keep them at the international school. Figure 12 demonstrates the response frequency within the designed categories.

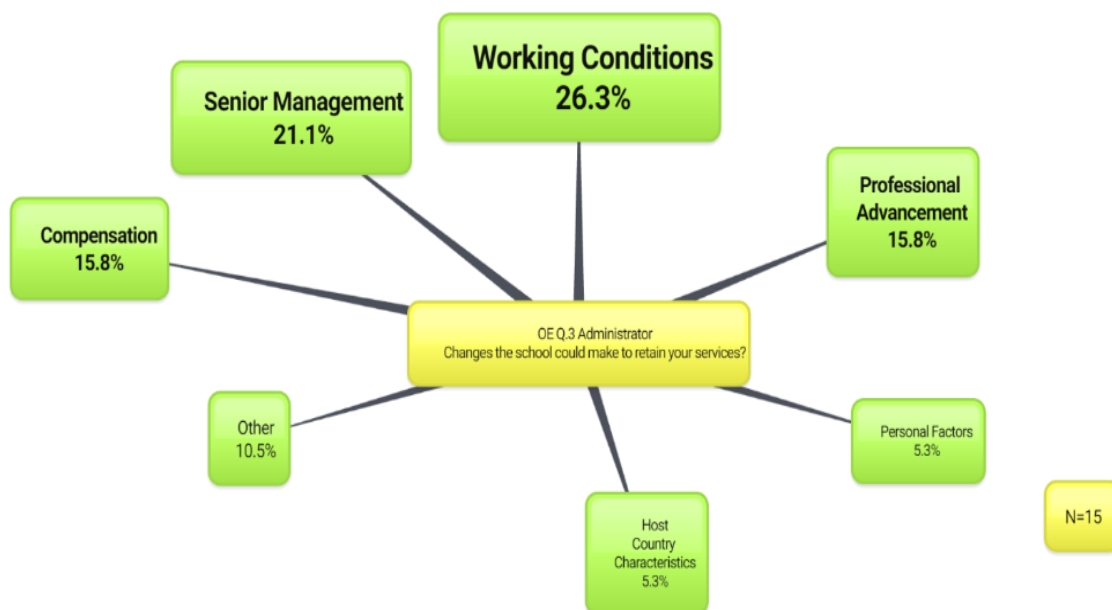


Figure 12. *School changes to possibly deter expatriate administrator departure from international school placement.*

The frequency of responses suggests that working conditions, senior management, compensation, as well as professional advancement could make a difference in the decision to leave their international school. The category of working conditions is a frequent area of concern with suggestions such as “Additional resources as this was a turnaround school” as well “Adjust workload.” Statements such as “Fire the executive director and hire one with a vision and ability to express it” as well as “greater leadership autonomy focusing on student programming and mission/vision



development” would qualify for the category of senior management. Compensation characteristics relates to such statements as “Increased my salary to make it competitive” and “Pay for better housing”. Professional advancement as a potential tool for retaining the departing administrator comes up in statements such as “Offered job as founding director of new school” and “Need a position of greater responsibility....”

Further comments about the departure from the international school are requested from the expatriate administrator survey participants. Twenty one of the forty six administrative survey participants answer with responses in association with the following categories. Of the twenty one responses thirteen are categorical for this study. The frequency of those responses are presented in Figure 13.

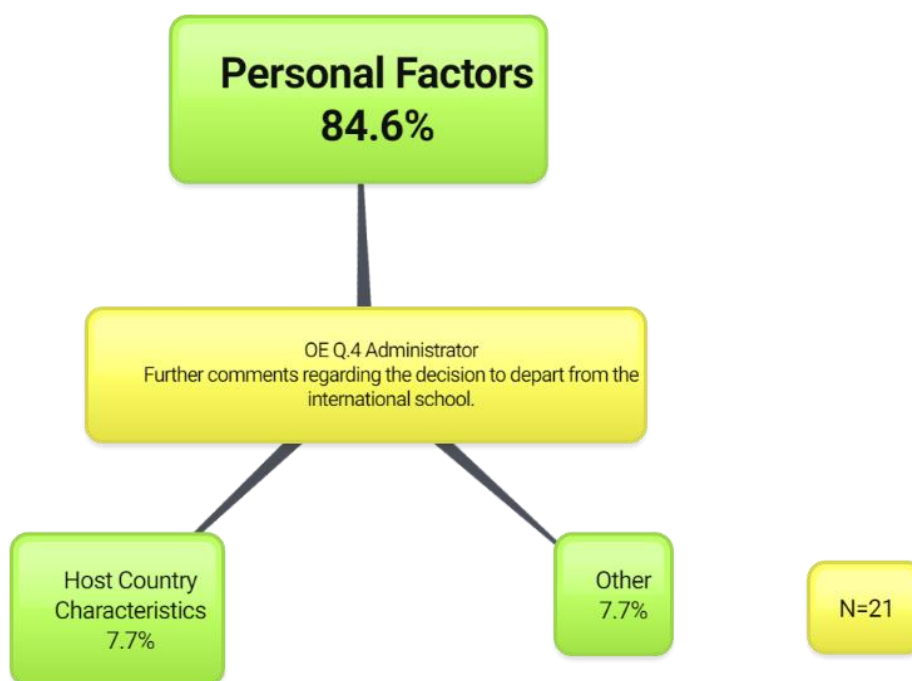


Figure 13. *Further comments about your departure from the international school.*

Personal factors is the most frequently chosen category. Reports such as “Strictly personal” and “...it was simply time for me” as well as “I went into semi-retirement....”

qualified for the category of personal factors. The categories of “other” and host country characteristics receive some attention. The comment such as “Due to company policy, because my wife was already an administrator, I could not be hired” is a sample of the point qualifying under the category of “other”. Under the category of host country characteristic the statement of “Civil conflict required school closing” substantiates the rationale for departure.

### **Administrator Interviews**

Following the demographic information, this section provides the questions given to the administrators who volunteer to participate in the interviews. The following questions are the main content of the interview:

1. Top reasons why you left your position as an administrator at the international school you were employed?
2. What might the international school have done to retain your services?
3. What changed from the time you signed the contract with the international school to the point where you decided it was time to leave the position?
4. Was there anything you could have done to change your decision to stay at the reported international school?
5. Would you ever consider returning to your past position of employment in the reported international school? If yes please explain.

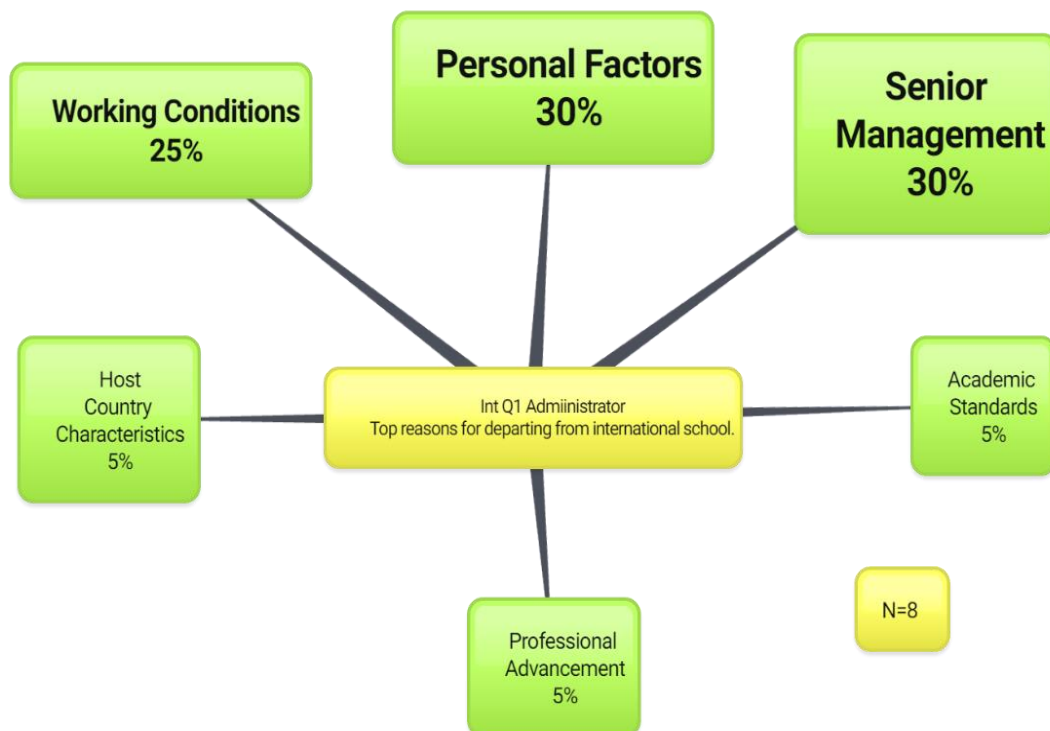
Demographic information from expatriate administrator interview participants is displayed in Table 15.

Table 15

*Expatriate administrator interview participant demographics*

Category	Responses in percentages			
	Female	Male		
Gender	50	50		
Age range	<b>29 or lower</b>	<b>30-39</b>	<b>40-49</b>	<b>50-59</b>
	<b>60 +</b>			
	12.5	37.5	37.5	12.5
Years of Service	<b>0-4 yrs.</b>	<b>5-9 yrs.</b>	<b>10-14 yrs.</b>	
	50	37.5	12.5	

**Administrators interview responses.** The five questions in the interview illicit responses from the expatriate administrators which are then coded to provide thematic findings. The initial question regarding the primary reasons for leaving the international school received a complete response from all participants as illustrated in Figure 14.

Figure 14. *Primary reasons for departure from international school.*

Personal factors, senior management and working conditions are the most frequently chosen categories. Accounts such as “I decided to leave due to the family issues I was facing back home” and “My personal health (physical and psychological) diminished over a short period of time and I was unable to maintain my position in a reliable manner” fall under the category of personal factors. Statements such as “My departure was due to a philosophical clash with management at the time of my employment” and “A board of directors that did not know what was going on at the school” support a focus on the senior management category. Reports such as “I left mainly because of a lack of support with budgeting and school programs” and “Unfortunately the stressful work environment contributed strongly to my eventual departure” reflect working conditions concerns.

The expatriate administrators in the interview explain what the international schools could do to retain their services at their prior positions, as presented in Figure 15.

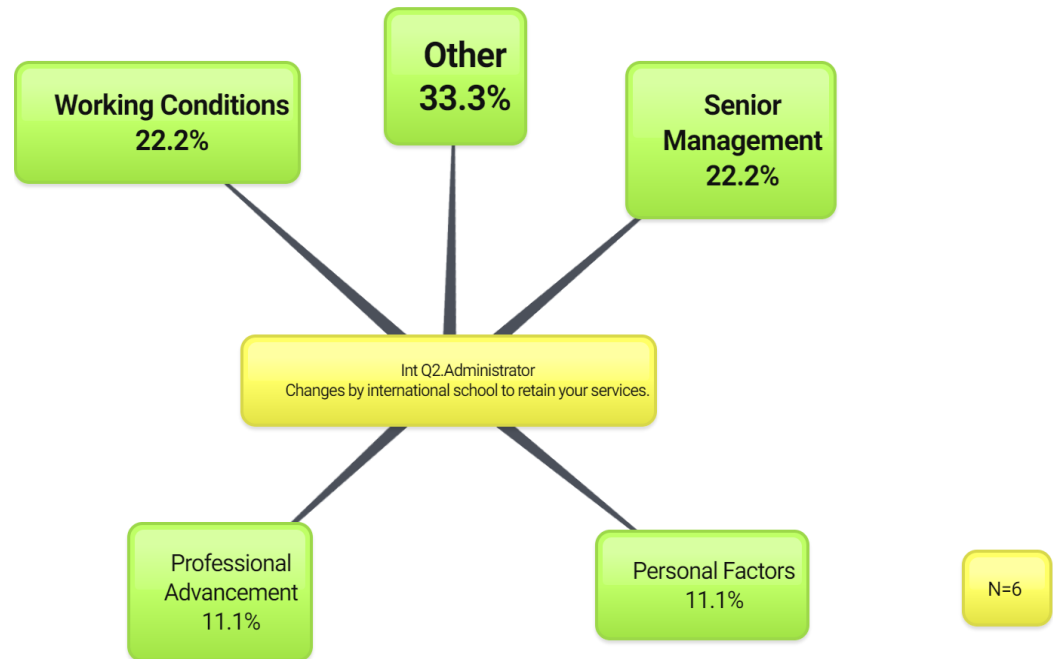


Figure 15. *Interventions by the school to retain expatriate administrator.*

The frequency of responses suggests that “other” is a minor preference over the category of senior management and working conditions. Reports of “Better benefits” and “...paying for trips to and from one’s home site would have been greatly appreciated...” are reflective of issues falling under the “other” category. Senior management suggestions comes from reports such as “I think they should have fired the head of school” and “After six years of service relationships were worn down and to have had a supportive relationship from the senior executive officer or even some of his staff would have been appreciated.” Statements such as “It would have helped to have a lighter work load, more time to enjoy my life abroad” and “It would have been better for me if the school would have decreased my workload” demonstrate working conditions commentary.

The interviewing administrators display in Figure 16 what changes were noticeable and affected their decision to depart from the international school.

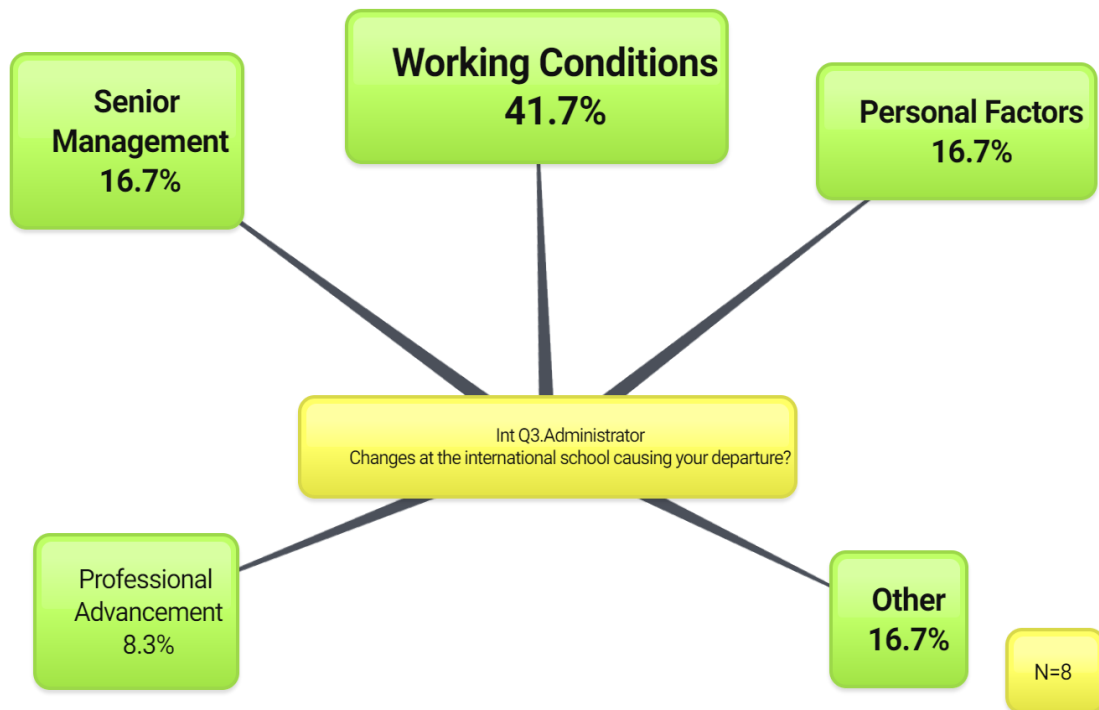


Figure 16. *Changes which occurred after contract signed by expatriate administrator.*

Working conditions, personal factors, senior management and “other” are the most frequently associated categories. Statements such as “Support in programming and budgeting dwindled to nothing” and “The amount of workload increased each year for me at the school” are associated with working conditions. A focus on the category of personal factors is in accounts like, “My personal relationship at home moved toward marriage. There were no options available for my fiancée so we decided to stay stateside.” Reports such as “...the direction of the school always seemed deeply rooted in the politics of the ever changing leadership” reflect senior management concerns. Once again, benefits are the subject of the category of “other”. The statement “The

school made no effort to assist to find quality housing” is commentary on possible benefits under the category of “other”.

Illustrated in Figure 17 are the changes that the expatriate administrator could do to improve their previous situation at the reported international school.

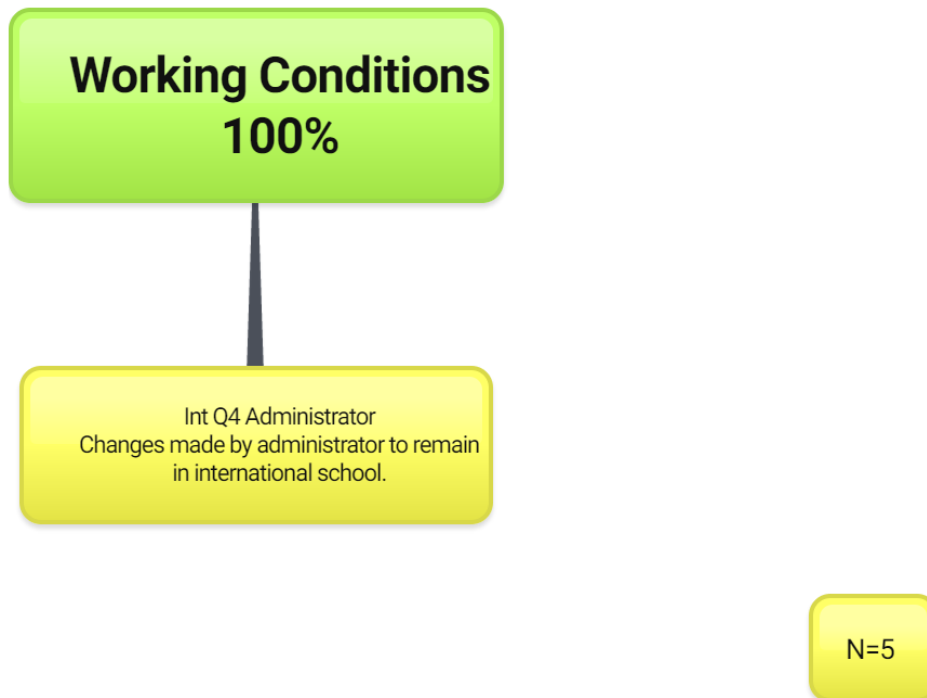


Figure 17. *Possible changes by the expatriate administrator to remain at international school.*

The frequency of responses suggests that the category of working conditions has an influence over the expatriate administrator’s decision to leave their international school. Comments such as “It was pervasive 24/7 and the senior students/parents were unreal in their expectations and actions” and “...avoided school politics and focused on teachers and students” represent content related to working conditions. Statements such as “I think it would have gone better if I tried to balance work and my personal life” and “I overpromised and over delivered leading eventually to feeling burnt out and unappreciated” further support the category of working conditions.

The changes that would make a difference and encourage the expatriate administrator to return to the international school are demonstrated in Figure 18.

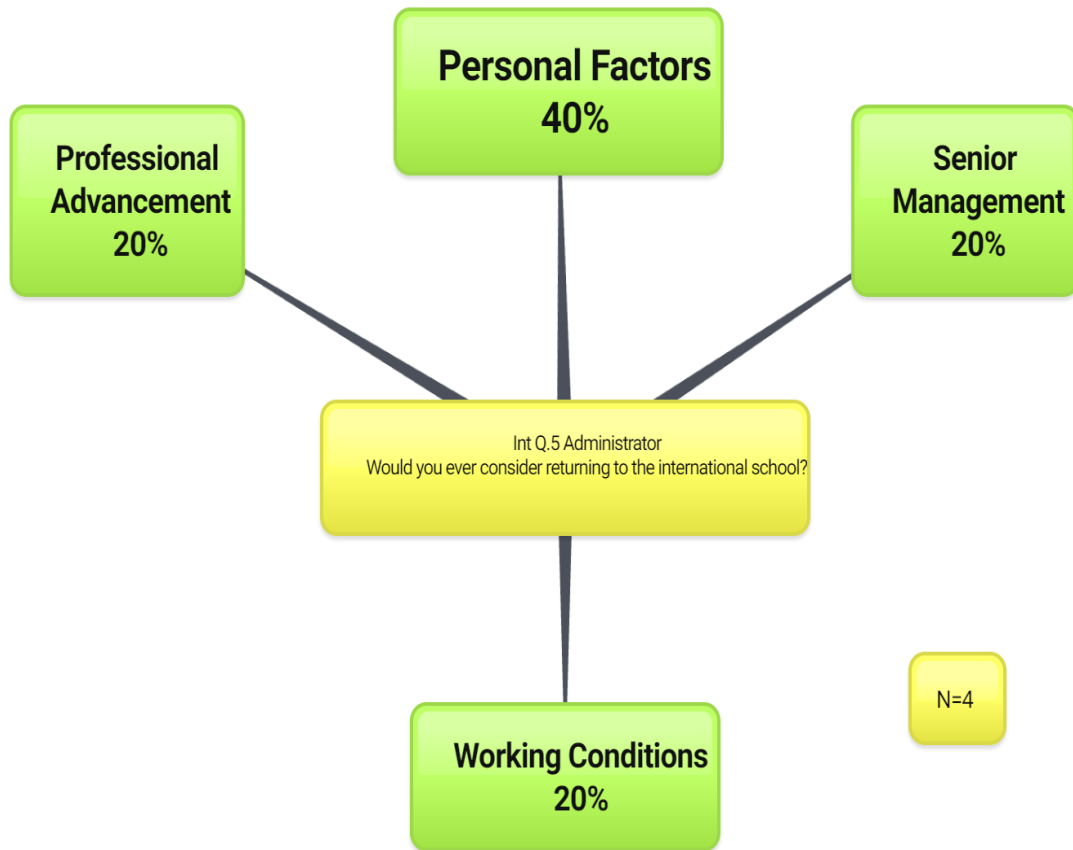


Figure 18. *Expatriate administrator's prerequisites to return to international school.*

The frequency of responses suggests that personal factors, working conditions, professional advancement and senior management categories could influence the administrator's to return to their international school. Statements such as "if my stateside relationship was willing to go with me to the school" and "Yes, but I couldn't due to age restrictions (for retirement)" are relating to the category of personal factors. The suggestion "I would go back but with the stipulation that I would only work with the high school students" falls under working conditions. Professional advancement and senior



management categories come into play as the interviewee states “I wouldn’t go back for the original position. I would be interested in the head of school position but many things such as the school culture, philosophy and leadership would have to change before taking on that opportunity.”

### **Summary of Results**

The data associated with the expatriate teacher’s responses, shows statistical significance for two separate variables. Younger teachers are more likely to leave earlier from their international position versus their older counterparts. The more children an expatriate teacher has, the longer they tend to stay in their international position. When running a multiple regression of these two significant variables (young age and number of dependent children), they explain twenty percent of the variation effecting the dependent variable (length of time at international school) in this study. A negative correlation between student discipline issues and shortened lengths of stay are part of this study’s findings. Though not statistically significant, factors such as working conditions and personal factors (associated with family and retirement) are frequently present as rationale for leaving the international school by the expatriate teachers. The factor of poor administrative leadership is mentioned by the expatriate teachers as a reason to depart from the international school.

This study focusing on expatriate administrator turnover in international schools, lacks findings which are deemed statistically significant. For the expatriate administrators, personal factors is the leading reason for leaving their position at the international school. Retirement and family concerns back home are the two most frequent responses under the category of personal factors, when looking at the qualitative

portions of the study. The factors of working conditions and professional advancement have a strong enough presence in the findings that they should be looked at as influential in the expatriate administrator's decision to leave their position. Leadership, in the form of the school's senior management, is also referenced as a potential influential factor when the expatriate administrator is deciding whether to remain or leave their international position.

## **Chapter Five**

The purpose of the study is to determine factors which influence expatriate teacher and expatriate administrator turnover in international schools. The Alternative Linkage Model of Turnover by Homs and Griffeth (1991) helps frame this study. This model suggests that employee mobility is associated with a wide range of variables which might be negative, positive, or both to the employee. These positive or negative influencing variables may be in relation to the employee's position, quite possibly the labor market, or as a variable unforeseen. With the limited amount of data regarding expatriate educator movement in international schools (Mancuso, et al., 2010; Odland and Ruzicka, 2009), the use of the Alternative Linkage model allows potential variables to present themselves as influential in expatriate educator turnover. This final chapter includes an overview of the study, implications of the findings, and future research and practice relating to expatriate teacher and administrator turnover.

Professional turnover in the field of education is a concern for many whom are stakeholders in the area of elementary and secondary education. Administrator and teacher movement out of their respective schools is well documented by researchers and authors in a vast number of countries (Mpokosa et al., 2008; Smethem, 2007; Hunt and Carroll, 2002). In the United States great amounts of time and resources are spent to offset such issues (SLN, 2014; Miller, 2013; Beteille et al., 2012 Carroll, 2007; Darling-Hammond, 2003). In other countries outside of the United States of America, the problem is identified and approached to improve the retention of such professionals so that they might continue to serve the students and communities where their schools reside (OECD, 2009; Berry et al., 2008; Falch and Ronning, 2005; Whitaker, 2003; Eurydice,

2002; Wylie, 1999). For schools in the United States and the rest of the world, research and discussion around professional turnover is sufficient to draw up possible solutions as well as policies to reinforce educator retention.

International schools are a relatively new phenomenon in education which have grown exponentially (Brummitt, 2007). This growth adds to the importance of quality expatriate professionals serving these institutions. Anecdotal suggestions of educator shortages and turnover are documented (Hancock and Mueller, 2009; Reeves and Wigford, 2008; Brooking et al., 2003). There are a few studies focusing on expatriate teacher turnover in international schools (Mancuso et al., 2010; Odland and Ruzicka, 2009). More information is needed to better understand the movement of expatriate teachers and expatriate administrators in recognized international schools.

The purpose of the study is to determine factors which influence expatriate teacher and expatriate administrator turnover in international schools who fall under the organizational structures of the Association for the Advancement of International Education (AAIE). The data collection for this study is mixed methods. The quantitative data is gathered from the closed-ended questions which are in the survey for both the expatriate teachers and expatriate administrators. The questions are Likert scaled which allows for quantitative evaluation. The qualitative data is coded information from both open-ended questions in the survey as well as responses from interviews. Both the expatriate teachers and expatriate administrators answer questions which are in relation to the research questions.

From the survey results of this study, expatriate teachers provide statistically significant data for the factors of the teacher's age, and the number of dependent children.

These two variables explain twenty percent of the variation which effects the dependent variable (time spent serving the recognized international school) in this study. Of these two variables, both teacher's age and dependent children are strong predictors of the duration of the expatriate teacher's stay in the reported international school. Though not statistically significant, personal factors, working conditions and administrative leadership come up as frequent areas of concern as it relates to factors influencing expatriate teacher turnover.

The expatriate administrator data in this study does not indicate statistically significant findings. The qualitative data, from open-ended survey questions as well as interviews, presents data supporting personal factors as a strong influence for expatriate administrators and their decision to depart from their international school. The factors associated with working conditions, professional advancement and school management are also present in the qualitative data as potentially influential in the expatriate administrator decisions to leave their international placement. The structure of this section is divided between the findings for expatriate teachers and the findings for expatriate administrators. Each grouping contains a review of the results and a comparison to the findings of educator turnover in international schools.

**Expatriate Teachers.** The closed-ended questioning from the survey shows statistical significance for the variables of teacher's age, and the number of dependent children. The influence of the two variables is then assessed in a multiple regression. The multiple regression showed that these independent variables explain twenty percent of the variation found in this study. When controlling for the unique contributions of age of the teacher, and the number of dependent children, both the age of the teacher ( $p=.014$ ) and

the number of dependent children ( $p=.005$ ) contribute to predicting duration as an expatriate teacher in an international school.

The age of the individual seems to make a difference regarding their stability in a teaching position. As in this study where young teachers are definitely more likely to leave an international position, similar findings can be found in studies in the United States. The research there suggests that the first three years are an important time period for the new teacher as twenty percent of those teachers are likely to leave (Henke and Zahn, 2001; Ingersoll et al., 1997). In the United States and other countries there is a call for quality induction programs to support new teachers so that they can be retained in their service to the schools and students (Piggot-Irvine et al., 2009; Darling-Hammond et al., 2009; Killeavy, 2006). Interestingly, Mancuso et al. (2010) presents a subtle but important difference in their international school study. The teachers in their study who are middle aged are more likely to move than their younger and older counterparts. Similar to the age of the expatriate teacher, the personal attribute of having children and responsibilities related to family, seemingly have an effect on the time serving an international school.

Unlike the young teachers who spent less time at the international schools represented in this study, the teachers with children are more inclined to extend their stays at the reported international schools. In fact the findings in this study indicate that the more children a teacher has, the longer they stay in their position. This is interesting because the literature regarding teacher turnover in the United States, presents that the teachers with children find a way to work less or leave the position to better support the family's needs (Marvel et al., 2007; Elfers, Plecki, and Knapp, 2006). This is also

reported similarly by other teachers in countries outside the United States where the commitment to children and family shortens the teacher's time serving at their reported school (Day et al., 2005). In this study, even though the variable of having dependent children demonstrates statistical significance for extending the expatriate teacher's service at the international school, many survey participants did explain (in open-ended questioning and interviews) that they choose to return to their home country of citizenship due to their child's needs. As one would imagine children and family are an important part of the decision making process when deciding to stay or depart from an international school.

Though not a statistically significant variable, personal factors receive much attention from expatriate teachers who responded to the open-ended survey questions as well as the interviews. Similar to the aforementioned concerns with family and children, many of the comments qualifying as personal factors in the qualitative portion of the study are related to the influence of significant others. This is consistent with findings in the United States where family concerns are often suggested as a reason for the teacher turnover in the country (Marvel, et al., 2007; Elfers et al., 2006). In other studies in the world, family issues are mentioned as a possible rationale for some of the departure of teaching professionals (Day et al., 2005). It is important to recognize that personal factors, with a special emphasis on familial concerns, is also provided by Odland and Ruzicka, (2009) as a strong influence in their study investigating expatriate educator turnover in international schools. The power of relationships makes up the majority of responses which falls under the variable category of personal factors. Other responses falling under this category largely came from expatriate teachers expressing their

decision to leave as “personal” as well as those reporting it was simply a matter of “time”. This is similar to Provasnik and Dorfman’s (2005) findings that teachers in the United States claim “personal reasons” as a probable explanation. Throughout the expatriate teacher survey, personal factors are often given as the primary reasons for leaving their international school.

In this study, working conditions are often mentioned as a key reason for expatriate educators to leave their international schools. This variable is not statistically significant, but this theme is strongly represented in the qualitative data from the open-ended questions of the survey and the interviews. Significant amounts of information exists in the United States as well as schools throughout the world suggesting that working conditions is a primary reason for teacher turnover. General statements such as “workload” and “overworked” are obviously noted in this study. From the United States, Darling-Hammond (1997) presents a similar notion that working conditions are typically very influential in the teacher’s decision to leave. In fact Hunt and Carroll (2002) report that when working conditions improve, the rate of turnover slows or even reverses itself. In China and Malawi the workload contributes to almost impossible situations (Weiqi, 2007; GoM, 2005). The “impossible situation” is typically associated with large classroom populations and a lack of resources. As mentioned earlier, the specific closed-ended questioning related to working conditions does not illicit data that is statistically significant. Yet a category connected to working conditions demonstrates an outcome that shows a strong relationship to expatriate teacher turnover in this study.

Interestingly, during the interviews as well as in responses to open-ended survey questions very little attention is given to student discipline. Responses did connect



classroom management issues with problematic administrative leadership, as well as unavailable school management. This is similar to studies that present the specific factor of student discipline and how it contributes to the stress of the teachers and their potential turnover (Marinell and Coca, 2013; Johnson, Kraft, and Papay, 2012; Gonzalez, Brown, and Slate, 2008). In the closed-ended questioning of this study, when student discipline is recognized as a concern, teachers stayed in their position for a shorter period of time in comparison to those who reported no concerns with student discipline. This seemingly solvable issue in the classroom, is something that can make all the difference in the expatriate teacher's decision to stay or depart from their international school commitment (Robinson and Aronica, 2015).

As working conditions and personal factors are seen as potential influential causes for the expatriate teacher to leave their position, administrative leadership may also be an important variable to consider when it comes to teacher turnover and retention. The international school studies by Mancuso, et al. (2010) and Odland and Ruzicka (2009) point to the variable of administrative leadership as a link to teacher decision making when it comes to turnover. In this study, administrator leadership is not statistically significant when it comes to the expatriate teacher leaving their international position. The frequency of concern present in the qualitative portions of the study does suggest that administrative leadership is a potential influential factor when it comes to expatriate teacher turnover as well as retention. In the open-ended portions of the survey as well as the interviews, several respondents suggest that change in leadership, as well as a lack of concern by those in charge, led them to the decision to leave their position. This combination of changing leaders as well as a lack of concern for the teaching professional

also presents the idea that neither the leadership nor the school value the teacher as a professional and as a person. The importance of consistent and compassionate leadership plays an important role in the retention of quality educators throughout the world.

In China, Leung and Lee (2006) find that the turnover of administrative leadership may be related to the turnover of the teaching staff. Anderson (2008) reports similar findings in Latin America. In the United States, Beteille et al. (2012) states that the turnover of administration is typically consistent with the turnover of the teachers. The ability of administrative leadership and teachers to work cooperatively is tantamount to the success of the school. In England, Smithers and Robinson (2005) present that this connection can help offset the struggles a teacher has with increased workload and limited resources. The findings from the European Union suggests that benefits are derived for the teacher, administrator and school when collaboration takes place between the leadership and teachers of a school (OECD, 2009). Chen (2009) from China reports that professional and career development is usually the administrator's responsibility. It can easily be a way to support teachers to achieve both personal and community goals. In India, a lack of administrative support has only been shown to increase teacher turnover (Sharma, 2013). This is similar in the United States that teacher input in school decision making decreases potential professional turnover (Darling-Hammond, 2002). In this study, a few instances come to light as the teacher directly blames the administration for their eventual departure. But similar to the suggestions by Mancuso, et al. (2010), Odland and Ruzicka (2009) and the aforementioned researchers, administrators at international school could lessen the rate of expatriate teacher turnover simply by being available and acting in a supportive and engaging manner with their expatriate teachers.

From this study expatriate teachers leave from international schools for a variety of reasons. Personal factors, though not statistically significant in and of itself as a category, is extremely important to consider when attempting to retain highly qualified expatriate teachers. It is important to note that age and the number of dependent children, both statistically significant as individual variables, also are rooted in the context of the category of personal factors and only embolden the level of importance of this area of concern. Working conditions are frequently mentioned as a very influential factor when it comes to turnover for expatriate teachers, and is in some ways a variable which can be controlled or at least influenced by those who are in charge of the international schools. Administrative leadership is mentioned at times as a reason for departure by the expatriate teacher. Often the administrator is given the position as a person who could make a difference in deterring the teacher from leaving their position. The opportunity presented to the expatriate administrator to listen and support could positively influence an expatriate teacher's decision to remain at their international school.

The expatriate teachers who serve international schools are unique because they are looking for an experience that extends is both professionally and personally gratifying (Hayden and Thompson 2008). The ability to connect and discuss issues associated with working conditions and school direction is a must to support professional assimilation (Darling-Hammond, 2002). Equal to this level of input would be to allow the expatriate teacher to access designated people and resources to support the assimilation in the new country they now call "home". The ability to support the expatriate educator at their place of work and in their home, would seemingly extend their stay at an international school.

**Expatriate Administrators.** In this study, expatriate administrators consistently report personal factors as a rationale to leave their international school. A second reason given by administrators to depart from their school are the issues connected with working conditions. The opportunities for professional advancement and senior management concerns are frequent enough in this study to deserve attention as possible contributors to expatriate administrator turnover. It should be recognized that none of the aforementioned factors are statistically significant. They all receive a consistent majority of the responses in the qualitative portions of the study. With the relationship of teacher turnover being reciprocal of administrator turnover (Beteille et al. 2012; Anderson, 2008; Leung and Lee, 2006) it seems a valid point to better understand the administrative side of the equation.

When looking at personal factors as a reason for expatriate administrator turnover, this study has themes connecting to retirement, familial concerns, and the lack of boundaries between the professional and personal life of the expatriate administrator. Outside the international school community, research on administrator turnover is widespread, but personal factors as a causal factor are limited to a small number of studies. Retirement is probably the most frequent response found under this category when it comes to the United States and world studies on administrator turnover. In the United States, Golding and Taie (2014) report that of the turnover by administrators, retirement accounts for close to a third of the departures depending on the type of school (private or public). In England, administrators are choosing to retire early rather than face the stress of another year of school leadership (Milne, 2008). The expatriate administrators of this study recognize that their reason for leaving their international

school placement is simply a matter of time and the need to retire. Those who are not ready to retire present a concern that the job of an administrator is not something that could simply be left at the office.

The stress of the responsibilities in connection with being an expatriate school administrator is consuming according to the expatriate survey takers. This is similar to findings in the United States, where principals find very little time to remove themselves from the responsibilities of the position. The profession encroaches on their personal time and can lead to burnout (Yerkes and Guaglianone, 1998). Galloway et al. (1986) finds that the over abundant duties of the position actively destroy interpersonal relationships. The time and energy required to do the job correctly inadvertently takes time away from the administrator's personal life (Kerrins, Cushing, and Johnstone, 2001). In Australia and New Zealand, researchers report that school leaders leave their positions because of family concerns and simply not having the time nor the energy to focus on their lives outside of work (Whitaker, 2003; Wylie, 1999). This is similar to the expatriate school leader's suggestion that their decision to leave really came down to the needs of their families who are with them at the international location as well as those back home. Within this study, the expatriate administrators suggest that personal factors play a significant role in their decision to depart from their international placement. Working conditions, though not mentioned as frequently as personal factors, receives enough attention in the open-ended portions of the survey as well as the interviews to suggest that it is influential factor.

Working conditions are a consistent concern amongst researchers in the United States and abroad when it comes to school administrator turnover. In this study working

conditions are present enough in the qualitative data to suggest that these have an influence on the expatriate administrator and their decision to remain or leave the international school. Statements such as “heavy workload” and “working conditions” are frequent responses in the open-ended questions of the survey and interviews. This is similar to the United States where the level of responsibility is seen as next to impossible (Norton, 2002; Yerkes and Guaglianone, 1998). In fact some would argue that the position of principal is not a position for just one person but rather a position that should be shared (Grubb and Flessa, 2006; Hertling, 2001). Similar to the findings in the United States, western countries in the world present that the working conditions for the administrator are such that they isolate the school head in a way that leaves them in an overwhelming situation with few options other than to survive long enough to find a better position with adequate resources elsewhere (Whitaker, 2003). The expatriate administrators, in this study, rarely present resource concerns. They simply present that the distress of their positions as being stressful and conflictual on an interpersonal level.

Professional advancement is a response which expatriate administrators embraced as part of their reasons for departure from the international schools. Statements such as “Offered job as founding director at new school”, “administrative advancement”, and “advancement opportunities” represent the type of statements in the qualitative section of the study. In the United States administrators are more than likely to leave schools of high poverty and high minority students (Baker et al. 2010). Many of these moving administrators use these struggling schools as a way to promote themselves to greater resources and schools performing at higher levels of academic success (Beteille et al., 2012). The school leaders outside the United States also suggest leaving their school

administrative jobs are a step up from the daunting and unappreciative position as a school leader (Exley and Stewart, 2014; OECD, 2010). The international school community presents limited information regarding expatriate administrator turnover and the factor of professional advancement. From this study, when the survey participants suggest solutions that could make a difference in their departure, statements such as “promotion” are offered as a possibility. For senior management, which also receives similar attention as an influential variable in expatriate administrator turnover, professional advancement might be a way to entice a highly qualified administrator to remain at their international school position.

Senior management from an international school context, takes the form of school executive officers, school boards as well as school ownership. In the survey’s open-ended survey questions as well as the interviews, the frequency of responses suggesting that these parties have influence with the expatriate administrator’s decision to depart is consistent enough to merit discussion. Statements surrounding a “lack of clarity and coherence” associated with the school board, upper management as well as ownership often times leaves the expatriate administrator without the resources and support needed to successfully lead the international school. Similar concerns are reported by researchers in the United States as well as other countries facing issues surrounding school administrator shortages as well as school administrator turnover.

When looking at the United States and reports on education from other parts of the world, the reform movements tend to take center focus. These policy changes increase responsibility as well as accountability while seemingly restricting the support to be provided to local school authorities and the administrators directly leading the

schools. For instance in the United States, the national agenda places an inordinate amount of stress on state and local authorities to improve the academic performance of students and schools. The school districts and school administrators report that inadequate funding for teaching positions, educational programs, as well as the many new requirements under the federal No Child Left Behind initiative truly hamstrings the administrator and their schools (Cushing, Kerrins, and Johnstone, 2003). This is similar to the reforms in New Zealand which have placed a great deal of added responsibilities on the already overwhelmed administrator (OECD, 2010). Exley and Stewart (2014) present the idea that the national agenda for educational improvements have encouraged administrators in the United Kingdom to look for other types of employment. Typically, the national reform movements place high expectations on the administrator at the school site. This increase in school performance usually includes the loss of human capital due to restrictions on spending by governing bodies, creating a scenario which typically points to the school leader as the first line of accountability (Milburn, 2012; Cushing et al. 2003; Vandenberghe et al., 2003; Wiley 1999). Support from local authorities to buffer the effects of national agendas is important to assist the administrator who, when left alone to manage, has in the past looked for better opportunities (Lashway, 2003; Norton, 2002). International schools function under national jurisdiction but their autonomy is a unique feature which allows them the ability to self-magistrate.

The international schools, as private entities, largely focus on their senior management (executive officer, the board or owner) to make decisions on what resources and other support are to be allocated to the expatriate administrators and their staff. There are some school leaders who see the micromanagement of schools (outside the United



States of America) by local boards as intrusive and detrimental to school based leadership and the direction of the school (Engelsa et al. 2008; Whitaker, 2003; Wiley, 1999). This is also a concern of some of the participants in the survey who suggest that the influence of senior management (board and ownership) can create unnecessary distractions for teachers, administrators and the students. Like teachers who desire the opportunity to collaborate and contribute to school decision making (Darling- Hammond, 2002; Hunt and Carroll, 2002; Ingersoll, 2001), expatriate administrators are the conduit between the senior management and the teaching staff and must have the ability to work with management to lead in an effective and efficient manner. The ability to be consistent with senior level management when it comes to school decision making is a key retention issue for expatriate administrators.

For expatriate administrators participating in this study, the average number of years of service exceeds those in the same positions in the United States of America. Personal factors resulted as the most frequent reason for leaving an international school. Most common rationale under that category is in connection with retirement and the need to care for family members at home. These variables seemingly are out of the control of the school management when the administrator has been hired. The opportunity to better understand the expatriate administrator's retirement plans as well as their current family situation might better be examined prior to the hiring decision, such as during the interview process. Once hired, the international school could make adjustments to factors such as working conditions, professional advancement as well as added support by senior management to the expatriate administrator to possibly extend their stay.

The responsibilities associated with the position of school administrator make the position difficult (Yerkes and Guaglianone, 1998) regardless of where the school is located. For expatriate administrators there is the added stress of assimilation in their new home environment, in another country, which can lead to even greater obstacles to overcome (Farh, Bartol, Shapiro and Shin, 2010). From this study the overriding influence of personal factors influences the expatriate administrator to terminate their service with their international school placement. Retirement and familial concerns are primary reasons given by the survey takers. For the employer looking for an expatriate administrator, the only plausible option to counter losing one of these quality candidates early in their tenure, is to skillfully investigate prior to signing contracts. Confirming with the expatriate administrator candidate how long they see themselves in the position to which they are applying, and what they have going on in terms of their family would be good places to start. Once the decision is made to employ an administrative candidate, the next step is to support them in a manner that encourages a long term commitment to the school and community they are serving.

Once the commitment is made by the expatriate administrator and the international school, the next step should be to support this highly trained professional so that they may successfully lead the international school. Allowing the expatriate administrator the time and resources necessary to lead is the responsibility of school management. The responses in this study suggest that a focus on working conditions and professional advancement would make a significant difference in administrator retention. Senior management needs to be in place to listen and support the expatriate administrator so that a balance can be found in their professional and personal lives. The

responsibilities of leading a school are immense (OECD, 2010; Whitaker, 2003) and the ability to separate work from home would be an important issue for those who are living a balanced expatriate life. The senior management needs to be available to make sure that the working conditions at the international school are positive (Whitaker, 2003) and that they are not encroaching on the life of the expatriate administrator outside their place of business. This support is essential to avoid the school leader feeling isolated and under-appreciated while performing the tasks related to their duties (Kafka, 2009; Lambert, 2003; Lashway, 2003). Senior management has a responsibility to hire educators in the international school. Frequent communication regarding school direction, resource allocation as well as possible professional promotions and advancements, will only enhance a trusting relationship encouraging the expatriate administrator to feel comfortable with their decision to remain as the leader of their international school (Shepherd, 2010; Anderson, 2008; Wylie, 1999).

### **Implications**

In this study, expatriate teachers present the issues related to personal factors as the most frequent rationale for departing an international school. This is similar to Odland and Ruzicka's (2009) findings when looking at their sample of expatriate teachers. The connection to familial concerns as a driving influence is common between the two studies. In this study, the number of dependent children is a statistically significant factor. Results indicate that the more children an expatriate teacher has, the longer the duration of a teacher's stay at an international school. For schools looking for committed expatriate teachers who will stay for the length of contract or even exceed that

time frame, the candidates with children are better options in comparison to their childless peers.

The support (or lack of) from the school administrator is frequently used to explain the retention or departure of the expatriate teachers participating in this study. Though the factor of administrator leadership is not as influential as personal factors, nor is it statistically significant, it still bodes enough attention based on the qualitative data to suggest that it is an important variable. Administrator leadership is in common with Odland and Ruzicka's (2009) as well as Mancuso's et al. (2010) findings in their studies on expatriate teacher turnover at international schools. Support from the administrator is important for all teachers (Darling-Hammond et al., 2009). This support as well as induction programs for new teachers (Henke and Zahn, 2001, Ingersoll et al., 1997) may go a long way in retaining quality expatriate teachers. The teacher data from this survey shows a statistical significance for the younger teachers and their higher rate of turnover in comparison to their older peers. This differs slightly with the international study by Mancuso, et al. (2010) who finds that middle aged teachers are more likely to leave at a quicker rate in comparison to others. Regardless of their age, expatriate teachers are leaving and the expatriate administrator may be the one who can implement programs and interventions to offset the personal stress that is inherently part of the life of an expatriate teacher. With the overriding influence of personal factors persuading expatriate teachers to leave their international positions, the expatriate administrator needs to be concerned beyond their school responsibilities to retain quality educators. The expatriate administrator has the dubious task of granting support not only in the school, but also supporting the expatriate teacher with their transition into a new culture and country.

Working conditions are a frequent area of concern in the open-ended questions of the survey as well as the interviews of this study. Mostly complaints in connection with interpersonal concerns with staff, lack of time to get things accomplished at the work place, as well as job responsibilities encroaching on the expatriate teacher's personal life are often mentioned. Concerns about adequate resources is minimal. There is very little in the qualitative data suggesting consistent problems with students and academic rigor. The only peculiar outcome in the study had to do with student discipline. Though not statistically significant and rarely mentioned in the qualitative portions of the study, student discipline shows a unique relationship between the response to the question and the length of stay for the expatriate teacher. Teachers who agreed with the statement that student's behavior influenced their decision to leave stayed for a shorter time than their counterparts who disagreed with the same statement. Seems too simple but the added attention or availability from leadership could give the expatriate teacher the support they need to overcome their concerns and extend their service to the schools.

Working conditions that not only adversely affect the workplace but also personal space and time is an important piece in this puzzle. It is also a place where the expatriate administrator, if aware of the challenges of his expatriate population and their school, can make changes and interventions to assist with working condition concerns. Again, the ability to listen and respond to circumstances which are impeding the teaching and learning that is going on at a school would seemingly be the priority and responsibility of the administrator in charge. Direct connection to a reliable resource such as the managing administrator can be a major benefit to retaining quality expatriate teachers.

Both Mancuso, et al. (2010) and Odland and Ruzicka (2009) report that their investigations found that compensatory issues typically lead to teacher departure in international schools. In this study compensation as a factor is not statistically significant and is rarely mentioned in the qualitative areas of the study. Though benefit concerns do appear in this study, the frequency is not enough to create a trend or theme in the analysis. The topic of pay, in terms of it being a cause for turnover, is reported in studies conducted by researchers in the United States (Hanushek et al., 2004; Harrell et al., 2004; Ingersoll, 2003; Johnson and Birkeland, 2003) as well as many world studies on teacher turnover (Kayuni and Tambulasi, 2007; Webster et al., 2006; Dolton and Chung, 2004; Subair and Mojaphoko, 1999).

With so few studies on expatriate teacher turnover in international schools, it seems fair to ask if this is a true concern? If it is an issue worth looking at for these schools, than it would seem that greater energy needs to be invested into the problem. The ability to collect data with the assistance of regional organizations that work with the international school community could create a sufficient base of data. This data could better support the expatriate administrators who are in charge of hiring and supporting their expatriate teaching staffs. The growth of international schools will continue. In order for that growth to continue in a healthy manner, exceptional programming will need to continue to attract students to support these schools. Exceptional programming is an important part of the equation. The expatriate teachers in charge of implementing the programs in the classrooms are essential. The retention of quality educators is largely based on how they are treated as people and respected as professionals.

Expatriate administrator data on principal turnover is very limited when examining international schools. Murakami-Ramalho, (2008) suggests that expatriate administrator's turnover is similar to the expatriate teachers they serve in international schools. Benson (2011) presents data about the turnover of international school chief administrators. But no data is provided regarding school level expatriate administrator turnover in international schools. The interesting data obtained from the expatriate administrators participating in the survey in this study shows that the years of service at international schools for the administrators is an estimated mean of 4.2 years and a median of five years. This exceeds the reported principal tenure in the United States of America which is a national average of only three to four years of service before exiting their positions (Seashore-Louis et al., 2010). From the findings of this study, many of the administrators suggest that they would like to remain at their international school. The prevailing variable from the qualitative data is personal factors. Other variables are given enough frequency to suggest they could be of some influence to extend the administrator's stay as well as support their decision to leave. These variables which could be considered interventions are working conditions, professional advancement and senior management. Those who hold the keys to this intervention would be the senior management of the international school.

Personal factors are an overriding influence when it comes to expatriate administrator turnover in international schools. From this study, the personal factors associated with retirement or the presentation of family concerns make up a sizeable majority of the reasons for not staying in the international assignments. In the United States Goldring and Taie (2014) suggest that the rate of retirement in any particular year

can be between 30 to 38 percent of the leavers depending on the type of school. The discussion point of retirement is also part of the administrative movement in the United Kingdom as school leaders are so ready to leave their positions that they are willing to take less in their pensions just so they can leave early (Milne, 2008). The stress from the responsibilities of the profession lead to early retirement. Unlike the administrators in this study, who state that they have “family issues back home” or “personal/family”, the data from the world outside of international schools does not present information suggesting that administrators are leaving their professional placements due to their concerns about their families or the idea that it is simply “personal”. In fact the responses falling under personal factors occur enough in this study (in both the teacher and administrator surveys and interviews) that it seems to be a plausible difference in terms of turnover for expatriates in international schools in comparison to their peers abroad. It might very well be the distance from home which creates a greater concern for family, both at the international location and their homes many miles away.

Interestingly, in this study the mention of pay is an infrequent occurrence in comparison to factors such as working conditions and professional advancement. This is unique because the other studies on administrator turnover look at compensation as a primary concern regarding administrator turnover (Exley and Stewart, 2014; Tekleselassie and Villarreal, 2011; Ngare, 2008). Working conditions is an area that is often part of the explanation for administrator turnover in the United States and abroad (Ngari et al., 2013; OECD, 2010; Whitaker, 2003; Norton, 2002; Yerkes and Guaglianone, 1998). The working conditions concerns in this study suggest that the requirements of the position, coupled with the interpersonal struggles with senior



management, and influential parent groups, influences the decision to leave the international school. Couple the working conditions with no reasonable opportunity to advance professionally within the same school and chances are the expatriate administrator will be looking for another professional placement. This is similar to studies on schools in the United States where educators move from a difficult working environment to one that is potentially less stressful and more successful (Beteille et al., 2012; Fuller and Young, 2009; Papa, 2007). Unlike these reports about administrators leaving schools due to a diverse student population being primarily low income and low performing, the expatriate administrators report their desire to leave largely due to the interpersonal conflicts with stakeholders in the international school and not the student makeup of the international schools.

Similar to expatriate teachers, the expatriate administrator literally moves great distances from their homes to take on a professional experience and living experience which may be life altering. There are inherent challenges by those who work and live abroad (Paige et al., 2009). The international school stakeholders who implement supportive and compassionate programs based on relationship building can offset some of the factors creating expatriate administrator turnover. This focus will also improve the expatriate administrator's ability to serve, the teacher's ability to teach and the student's ability to learn (Beteille et al., 2012; Anderson, 2008; Mpkosa and Ndaruhitse, 2008; Fuller et al., 2007).

### **Limitations**

This study has limitations in the ability to generalize findings primarily due to the low number of participants. Glasser and Strauss (1967) suggests that a low sample size

reduces the potential to saturate the study with repetitive themes and findings. This small number within the sample leads to low statistical power and therefore inhibits the ability to generalize to the focus population (Button et al., 2015; McLafferty, 2010).

The probability of self-selection bias for electronic survey participants jeopardizes the findings generalization to the larger population (Thompson et al., 2003; Wittmer, Colman and Katzman., 1999; Stanton, 1998). The method used to contact expatriate teachers and expatriate administrators through their supervisors may have restricted a subset of the representative sample to not participate in the survey, creating a non-response bias (Utts and Heckard, 2006). This bias creates a major limitation on the ability to generalize the findings of this study onto the population of professionals known as expatriate teachers and expatriate administrators who serve international schools.

The inability to generalize the findings of the interviews is a limitation for this study. The low number of volunteers to participate in the interviews puts the use of Thomas' (2006) General Inductive Approach at risk. The small number of participants in the interview creates a shallow level of saturation or repetition for themes in the raw data, which is the foundation for Thomas' model when working with qualitative information. This may put into question the validity of the findings of the study and the ability to replicate a similar study in the future (Fusch and Ness, 2015).

According to Creswell et al., (2003), the challenges inherent with a mixed methods approach can lead to limitations. Collecting and presenting the data from two different structures leaves room for error. Bazely (2004) reports that often the data for mixed methods studies is processed as two separate entities (qualitative and quantitative). When the data is brought together to be merged, potential losses in information can occur

which is counterintuitive to the use of mixed methods (Bazely, 2004). This is complementary to Driscoll, Appiah-Yeboah, Salib, and Rupert's (2007) view that the objective of qualitative research is to extract rich data but when it is subjected to a methodology of research the data loses its fullness. This minimization of the data thus can create incorrect data and summations which are not as complete when performing qualitative and quantitative research in a separate manner.

### **Recommended future research**

The need to build on the limited amounts of information regarding expatriate teacher and expatriate administrator turnover is essential to be able to continue to staff the ever growing commodity of international schools. Like all schools, the ability to understand what the expatriate educators need to remain and succeed at the international school site is of high importance. International schools need to attract and support expatriate educators with a solid compensatory and benefits package as well as a working environment that benefits the expatriate teacher and expatriate administrator in a manner that emboldens these professionals to excel in the school, classroom and with their students. Most importantly, future research needs to embrace the one obvious difference that the expatriate educator is facing in comparison to their non-international counterparts and that is the status of being away from home. The issues associated with the distance from their home and the personal challenges within and outside of the school's jurisdiction may necessitate greater support from those who are recognized in supervisory roles (school administrator and school management). To better understand the needs of the expatriate educator in regards to their personal and professional transition into another

country, may make a tremendous difference in the school's ability to retain the services of these highly qualified professionals.

The importance of this topic is largely based on the needs of the international school community. The expansion of these schools represents the fact that they are successfully meeting the needs of the communities they serve. Personal factors are an overarching concern for both expatriate teachers and expatriate administrators and the turnover which occurs at their respective institutions. The reciprocal effect of turnover in the schools by teachers and administrators (Beteille et al., 2012; Anderson, 2008) is worrying as it has been shown to erode the academic achievement of those whom the school is designed to serve (Mpokosa et al., 2008; Weiqi, 2008; White and Smith, 2005). The ability to support the expatriate professional at their place of work as well as their transition into their life outside of the workplace, is a unique responsibility of the leadership at an international school.

The international schools must often work within external factors that are beyond their control. Each country has their own regulations to how long an expatriate educator can remain in the country and work in their selected school. This is similar to the length of time the school can provide the expatriate teacher or expatriate administrator the benefits (i.e. housing, health care, special tax exemptions, special visas, etc.) which make the employment contract an attractive part of working abroad. The international school's hands are tied to their government's laws and regulations in terms of hiring expatriates to work with their students.

As an educational institution the primary objective is to create an environment that nurtures the desire to learn and create the opportunity to meet the highest levels of

academic achievement possible. The community of international schools provides a product that is highly respected and sought after by the students and the families they serve. Their growth in a short period of time has been impressive. Around the world teacher and administrator turnover has been shown to inadvertently slow and regress student achievement levels (Kraft, et al., 2016; Anderson, 2008; Mpkosa and Ndaruhutse, 2008; Leung and Lee, 2006; White and Smith, 2005). The international school community has an extraordinary opportunity as it takes the strides to not only offer an exceptional product to their students, but also provide exceptional support to those professionals who directly serve their student populations. Most importantly, the international school community can take measures to retain expatriate administrators and expatriate teachers. This act alone can support the student achievement levels of those who attend the nearly 9,000 international schools found in the world.

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[https://connectleadsucceed.org/sites/default/files/principal\\_turnover\\_cost.pdf](https://connectleadsucceed.org/sites/default/files/principal_turnover_cost.pdf)

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## Appendix A

Elsa Lamb invitation letter to administrators and school directors

June 21, 2013

University of Minnesota Institutional Review Board  
c/o Human Research Protection Program  
MMC 820  
420 Delaware St. SE  
Minneapolis, MN 55455-0392

Mr. Franklyn Michael Gomez, a University of Minnesota Doctoral Candidate, has requested permission to distribute his survey to the member schools of the Association for the Advancement of International Education (AAIE). The survey is associated with the described study "Factors influencing expatriate administrator and teacher turnover in international schools". Permission has been granted to proceed with this distribution knowing that schools and their employees have the right to voluntarily participate or decline the opportunity to participate in Mr. Gomez's survey.

Mr. Gomez will provide Ms. Lamb of AAIE and all school heads wishing to participate, directions to inform teachers and administrators to proceed to the website containing the link to the survey. All directions and communications with school leaders, survey participants and AAIE will be accomplished electronically. The survey is expected to remain open for a thirty (30) day period of time.

Mr. Gomez will warn all participants and potential participants when there is one week remaining before the survey comes to a close. No other contact with the survey population will be made by Mr. Gomez during the time that the survey window will be open. A signed copy of this letter of authorization will be made available to the University of Minnesota IRB prior to any contact with potential participants whom are members associated with AAIE. Aggregate results will be made available to AAIE, all survey participants, and schools requesting such data at the time of completion of the study.

Sincerely,

Elsa C. Lamb, Executive Director  
Association for the Advancement of International Education  
Nova Southeastern University  
11501 N. Military Trail  
Palm Beach Gardens, FL 33418  
Tel. 561-805-2191, Fax: 561-805-2187  
[www.aaie.org](http://www.aaie.org)

## Appendix B

Email permission from Dr. Glenn Odland

## Research on International Educator Turnover

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**Glenn Odland** <godland@cis.edu.sg>

Tue, Mar 29, 2011 at 4:32 AM

To: gomez132@umn.edu

Cc: ruzickma@shu.edu

Dear Mr. Gomez:

Thank you for your inquiry into the use of the survey instrument designed for measuring causal factors in teachers leaving international schools. This is a crucially important litmus test for the health of any organization, and international schools are particularly vulnerable to high attrition rates. We are delighted to support the continuation of research into this field, with the following conditions.

The survey has been copyrighted by University Microfilms as my intellectual property, and thus needs to be credited by name in your dissertation study. To that end, as the instrument has been used in more than one such followup dissertation study, in addition to my name, please refer to the instrument as the Odland Survey of Teacher Turnover in International Schools. Finally, I would appreciate a pdf copy of your completed dissertation study. I remain in a leadership role in an international school, and am keen to continue to learn about how this feature of international schools can best be managed. Thanks very much.

Thank you for your offer to contact your advisor. Ironically, I recently met with Dr. Magnusson when she visited Singapore. The University of Minnesota is proposing to offer a Masters degree in education here in Singapore, and we were exploring the opportunities that my staff might have to pursue this program of studies. It looks promising.

Thus, I have every confidence that your study will be a rigorous investigation into this field, and will yield a new level of insight. I look forward to reading your completed study in due course.

Best regards,  
Glenn Odland Ed.D.

## Appendix C

The adapted Odland Survey of Teacher Turnover in International Schools



## 1. Welcome

1. Hello and thank you for taking the time to participate in this survey. This survey has been adapted from a previously published survey called the "Odland Survey of Teacher Turnover in International Schools" (Odland, 2007) with the author's written permission. It is estimated that the survey will take 10 to 15 minutes to complete. At the conclusion of the survey you will have the option to provide a contact email. This email will ONLY be used to contact individuals participating in the prize drawing. The prize drawing consists of 20 Amazon.com gift certificates at a value of \$25 dollars per gift certificate. All survey participants who complete the entire survey (50 Questions) will have the option to participate in the drawing and possibly win one of the gift certificates. The email address will only be used to contact drawing winners. After the drawing the emails will be expunged from the data collection. This is an optional portion of the survey. Thank you again for your significant contribution.

Next

## 2. Informed Consent & Explanation of Study - University of Minnesota

### \* 2. Explanation of the Study and Informed Consent

**Informed Consent-** This is a brief explanation of the study, the survey and an informed consent granting the researcher permission to use your responses in this study. After reading through the explanation and informed consent you will be asked to click on the word "Next" which will grant the researcher permission to use your responses as reported in the completed survey. The option to discontinue participation is made available by clicking on the phrase "Exit the Survey". You may leave the survey at any time by clicking on the "Exit this Survey" button at the top of each page.

Participation in the study is completely voluntary. Participants must be expatriate teachers or administrators whom have left a prior international position in education.

#### Statement of Study

This study involves research. The purpose of this research is to examine the factors which influence expatriate administrator and teacher turnover in international schools. The amount of time to complete the survey is estimated to be fifteen minutes. Besides the qualification and demographic questions the survey offers twenty nine closed-ended questions and four open-ended questions.

#### Risks

There are no foreseeable risks for participating in this research.

#### Benefits

There are no direct benefits to participation in this study.

#### Compensation

All persons completing the survey will be placed in a drawing with the opportunity to win one (1) gift certificate to Amazon.com.

#### Confidentiality

The data in this study will be confidential. An informed consent will be completed by you by clicking on "Next" below. Names and other identifiers associated with individuals and individual institutions will not be placed on the survey or other research data.

### Participation

Participation is voluntary. Participants have the right to refuse participation at any time. It is estimated that close to 200 international schools will be approached to participate. If you wish to participate please click "Next" below. If you choose to not participate please click on "Exit this survey". You may leave the survey at any time by clicking on the "Exit this Survey" button at the top of each page.

### Contact

This study is being conducted by Franklyn "Mike" Gomez, a doctoral student at the University of Minnesota (Minneapolis), Department of Organizational Leadership, Policy and Development. He is co-advised by Dr. Deanne Magnusson, PhD and Dr. Gerald Fry, PhD. Mr. Gomez can be contacted at [turnoversurvey2013@gmail.com](mailto:turnoversurvey2013@gmail.com) or by phone at 626-290-6284 should you have questions or to report a research related problem. You may contact the University of Minnesota at (612) 626-5654 should you have questions or comments regarding your rights as a survey participant.

This research has been reviewed according to the University of Minnesota procedures governing your participation in this research.

By clicking next you are willing to answer the questions of this survey and are granting consent to allow those answers to be used by the researcher solely for the purposes of this study.

November 4,  
2013 (IRB  
Approval)  
University of  
Minnesota,  
Minneapolis  
Consent code  
1309P43923



Next

### 3. Determination of Eligibility

\* 3. Are you an expatriate teacher or administrator currently working in an international setting?

Yes

No

#### 4. Past International Education Experience

\* 4. Have you worked in the past as an expatriate educator at an international school?

Yes

No

## 5. Previous International Experience

\* 5. In the previous international position were you working as an expatriate teacher or an expatriate administrator?

Teacher

Administrator

## 6. Enter Teaching Survey (Past Experience)

\* 6. You will be completing a survey regarding this international teaching position which you departed from in the past:

Yes

No

## 7. Entering Administration Survey (Past Experience)

\* 7. You will be completing a survey regarding this international administrative position which you departed from in the past:

Yes

No



## 8. Administrator Survey

### Reasons for Leaving the School

You have suggested that in the past, you have held a position in an international school as an administrator. Using your experience from that recognized international school administrator position, please use the following key to indicate your level of agreement with each of the statements

**Strongly Disagree (1)**

**Disagree (2)**

**Agree (3)**

**Strongly Agree (4)**

- \* 8. The level of support from the senior management (CEO or Director of the school) was influential in my decision to leave the school.

Strongly Disagree

Disagree

Agree

Strongly Agree

- \* 9. The quality of the orientation program was influential in my decision to leave the school.

Strongly Disagree

Disagree

Agree

Strongly Agree

\* 10. Resource support at the school (technological, print or otherwise) was influential in my decision to leave.

Strongly Disagree

Disagree

Agree

Strongly Agree

\* 11. Student behavior at the school was influential in my decision to leave.

Strongly Disagree

Disagree

Agree

Strongly Agree

\* 12. Parental support at the school was influential in my decision to leave.

Strongly Disagree

Disagree

Agree

Strongly Agree

\* 13. The quality of the school facility was influential in my decision to leave the school.

Strongly Disagree

Disagree

Agree

Strongly Agree



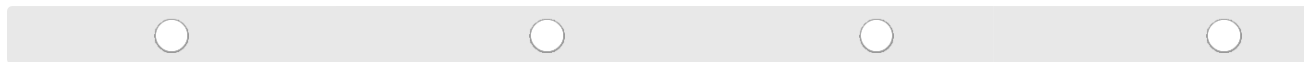
\* 14. The academic standards of the school were influential in my decision to leave.

Strongly Disagree

Disagree

Agree

Strongly Agree



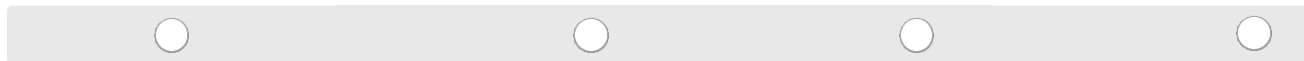
\* 15. The instability of my administrative assignment at the school was influential in my decision to leave.

Strongly Disagree

Disagree

Agree

Strongly Agree



\* 16. Expectations regarding administrative workload were influential in my decision to leave the school.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 17. Communication between senior management and the school administration was influential in my decision to leave the school.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 18. The overall compensation package offered to me was influential in my decision to leave the school.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 19. The inability to lead at the school was influential in my decision to leave.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 20. Involvement in school decision making was influential in my decision to leave.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 21. A mismatch between my expectations regarding the school and the reality when I arrived was influential in my decision to leave.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 22. A mismatch between my expectations regarding my administrative role and the reality when I arrived was influential in my decision to leave.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 23. Opportunities for professional advancement elsewhere were influential in my decision to leave the school.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 24. Personal circumstances were influential in my decision to leave the school.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 25. Living conditions in the host country were influential in my decision to leave the school.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 26. The quality of my personal life while at the school was influential in my decision to leave.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 27. The tax structure in the school's country was influential in my decision to leave.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 28. Safety concerns in the country were influential in my decision to leave.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 29. A lack of low cost household services was influential in my decision to leave.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Please feel free to add explanatory comments for any of the items in the above questioning.

\* 31. What were the top three reasons that prompted you to leave the reported international school?

\* 32. What could the school have done to prevent you from leaving?

33. Please jot down further comments regarding your departure from this school?

\* 34. How many years of administrative experience (in all types of schools) did you have at the time you departed from the international school reported by you in this survey?

- ☐ a. 0-4
- ☐ b. 5-9
- ☐ c. 10-14
- ☐ d. 15-19
- ☐ e. 20 or more

\* 35. How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

- ☐ a. 1
- ☐ b. 2
- ☐ c. 3
- ☐ d. 4
- ☐ e. 5 or more

\* 36. How many years total had you been an administrator in international schools at the time of your departure from the recognized school in this survey?

- ☐ a. 0-4
- ☐ b. 5-9
- ☐ c. 10-14
- ☐ d. 15-19
- ☐ e. 20 or more

\* 37. What prior international experience did you have prior to you working at the identified international school as an administrator? Please briefly explain.

\* 38. In what year did you leave the international school which you covered in this survey?

\* 39. Your gender?

- ☐ a. male
- ☐ b. female



\* 40. Your age at the time of your departure from the recognized international school:

☐

\* 41. Your marital status at the time of your departure from the recognized international school?

☐

a. Single

☐

b. Married

☐

Other (please specify)

\* 42. Number of children living with you at the time of your departure from the recognized international school?

☐

a. 0

☐

b. 1

☐

c. 2

☐

d. 3

☐

e. 4 or more

\* 43. Your estimated level of language fluency in regards to the native language of the country you were employed would be characterized as:

- ☐ a. Novice
- ☐ b. Intermediate
- ☐ c. Advanced
- ☐ d. Superior
- ☐ Other (please specify)

\* 44. Highest degree you earned at the time of your departure from the recognized international school?

- ☐ a. Bachelor's
- ☐ b. Master's
- ☐ c. Specialist or professional diploma
- ☐ d. Doctorate or professional degree

\* 45. Administrative certificates/credentials held while working at the reported international school. Please include the issuing country/organization?

\* 46. Please choose the level of administration you respectively served at the reported international school:

- ☐ a. Pre-K
- ☐ b. Elementary
- ☐ c. Middle or Junior High School
- ☐ d. High School
- ☐ Other (please specify)

\* 47. Your country of citizenship:

\* 48. Country in which the reported international school is located:

\* 49. How many students were enrolled in the reported international school at the time of your employment?

- ☐ a. 1-99
- ☐ b. 100-249
- ☐ c. 250-599
- ☐ d. 600-999
- ☐ e. 1000 or above

\* 50. Indicate all of the following programs that were offered at the recognized international school, during your time of employment, by clicking on the corresponding box(es).

- ☐ a. Cambridge International Examination Program (CIE)
- ☐ b. Advanced Placement (AP)
- ☐ c. IB Primary Years Programme (PYP)
- ☐ d. IB Middle Years Programme (MYP)
- ☐ e. IB Diploma Programme (DP)
- ☐ f. National curriculum

\* 51. How would the international school you are reporting on be categorized?

☐ a. Not for profit/trust

☐ b. Privately owned

☐ c. Multinational

☐ d. corporation owned

☐ e. Other

## 9. Teacher Survey

### Reasons for Leaving the School

You have suggested that in the past you have held a position in an international school as a teacher. Using your experience from that recognized international school teaching position, please use the following key to indicate your level of agreement with each of the statements:

**Strongly Disagree (1)**

**Disagree (2)**

**Agree (3)**

**Strongly Agree (4)**

\* 52. The level of support from the senior management (CEO or Director of the school) was influential in my decision to leave the school.

Strongly Disagree

Disagree

Agree

Strongly Agree

\* 53. The quality of the induction program was influential in my decision to leave the school.

Strongly Disagree

Disagree

Agree

Strongly Agree

\* 54. Resource support at the school (technological, print or otherwise) was influential in my decision to leave.

Strongly Disagree

Disagree

Agree

Strongly Agree

\* 55. Student behavior at the school was influential in my decision to leave.

Strongly Disagree

Disagree

Agree

Strongly Agree

\* 56. Parental support at the school was influential in my decision to leave.

Strongly Disagree

Disagree

Agree

Strongly Agree

\* 57. The quality of the school facility was influential in my decision to leave the school.

Strongly Disagree

Disagree

Agree

Strongly Agree

☐ ☐ ☐ ☐

\* 58. The academic standards of the school were influential in my decision to leave.

Strongly Disagree

Disagree

Agree

Strongly Agree

☐ ☐ ☐ ☐

\* 59. The instability of my teaching assignment at the school was influential in my decision to leave.

Strongly Disagree

Disagree

Agree

Strongly Agree

☐ ☐ ☐ ☐

\* 60. Expectations regarding teacher workload were influential in my decision to leave the school.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 61. Communication between the school administration and the faculty was influential in my decision to leave the school.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 62. The overall compensation package offered to me was influential in my decision to leave the school.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 63. The inability to lead at the school was influential in my decision to leave.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 64. Involvement in school decision making was influential in my decision to leave.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



\* 65. A mismatch between my expectations regarding the school and the reality when I arrived was influential in my decision to leave.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 66. A mismatch between my expectations regarding my teaching role and the reality when I arrived was influential in my decision to leave.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 67. Opportunities for professional advancement elsewhere were influential in my decision to leave the school.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 68. Personal circumstances were influential in my decision to leave the school.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 69. Living conditions in the host country were influential in my decision to leave the school.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 70. The quality of my personal life while at the school was influential in my decision to leave.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 71. The tax structure in the school's country was influential in my decision to leave.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 72. Safety concerns in the country were influential in my decision to leave.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 73. A lack of low cost household services was influential in my decision to leave.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

74. Please feel free to add explanatory comments for any of the items in the above questioning.

\* 75. What were the top three reasons that prompted you to leave the reported international school?

\* 76. What could the school have done to prevent you from leaving?

77. Please jot down further comments regarding your departure from this school?

\* 78. How many years of teaching experience (in all types of schools) did you have at the time of your departure from the international school reported by you in this survey?

- ☐ a. 0-4
- ☐ b. 5-9
- ☐ c. 10-14
- ☐ d. 15-19
- ☐ e. 20 or more

\* 79. How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

- ☐ a. 1
- ☐ b. 2
- ☐ c. 3
- ☐ d. 4
- ☐ e. 5 or more

\* 80. How many years total have you been a teacher in international schools at the time of your departure from the recognized school in this survey?

- ☐ a. 0-4
- ☐ b. 5-9
- ☐ c. 10-14
- ☐ d. 15-19
- ☐ e. 20 or more

\* 81. What prior international experience did you have prior to you working at an international school as a teacher? Please briefly explain.

\* 82. In what year did you leave the international school which you covered in this survey?

\* 83. Your gender?

\* 84. Your age at the time of your departure from the recognized international school:

\* 85. Your marital status at the time of your departure from the recognized international school?

- ☐ a. Single
- ☐ b. Married
- ☐ Other (please specify)

\* 86. Number of children living with you at the time of your departure from the recognized international school?

- ☐ a. 0
- ☐ b. 1
- ☐ c. 2
- ☐ d. 3
- ☐ e. 4 or more

\* 87. Your estimated level of language fluency in regards to the native language of the country you were employed would be characterized as:

- ☐ a. Novice
- ☐ b. Intermediate
- ☐ c. Advanced
- ☐ d. Superior

\* 88. Highest degree you had earned at the time of your departure from the recognized international school?

- ☐ a. Bachelor's
- ☐ b. Master's
- ☐ c. Specialist or professional diploma
- ☐ d. Doctorate or professional degree

\* 89. Teaching certificates/credentials held while working at the reported international school? Please provide the issuing country/organization.

\* 90. Please choose the level of teaching you respectively served at the reported international school:

☐

a. Pre-K

☐

b. Elementary

☐

c. Middle or Junior High School

☐

d. High School

☐

Other (please specify)

\* 91. Your country of citizenship:

\* 92. Country in which the reported international school is located:

\* 93. How many students were enrolled in the reported international school at the time of your employment?

- ☐ a. 1-99
- ☐ b. 100-249
- ☐ c. 250-599
- ☐ d. 600-999
- ☐ e. 1000 or above

\* 94. Indicate all of the following programs that were offered at the recognized international school, during your time of employment, by clicking on the corresponding box(es).

- ☐ a. Cambridge International Examination Program (CIE)
- ☐ b. Advanced Placement (AP)
- ☐ c. IB Primary Years Programme (PYP)
- ☐ d. IB Middle Years Programme (MYP)
- ☐ e. IB Diploma Programme (DP)
- ☐ f. National curriculum



\* 95. How would the international school you are reporting on be categorized?

☐ a. Not for profit/trust

☐ b. Privately owned

☐ c. Multinational

☐ d. corporation owned

☐ e. Other

## 10. Thank You

96. Congratulations and thank you for completing the survey. You are now eligible to place yourself in a prize drawing for a gift certificate (\$25 dollars) to Amazon.com. If you are interested in participating please enter you email address below. To exit the survey please click on the "done" button below. If you know others who might wish to participate please pass the link ([internationaleducators.weebly.com](http://internationaleducators.weebly.com)) on to them. Thank you!

## Appendix D

### Interview Consent

## 1. Informed Consent & Explanation of Study - University of Minnesota

### \* 1. Intention to Participate in Interview

**Informed Consent-** This is an informed consent granting the researcher permission to use your responses from the interview in this study. After reading through the explanation and informed consent you will be asked to click on the word "Consent Granted" which will grant the researcher permission to use your responses as reported in the completed study. The option to discontinue participation is made available by clicking on the phrase "Exit Without Consent". You may discontinue your participation at any time by alerting the interviewer you no longer wish to be a participant. Your responses will be expunged from the data collection.

#### Statement of Study

This study involves research. The purpose of this research is to examine the factors which influence expatriate administrator and teacher turnover in international schools. The amount of time to complete the interview is estimated to be fifteen minutes.

#### Risks

There are no foreseeable risks for participating in this research.

#### Benefits

There are no direct benefits to participation in this study.

#### Confidentiality

The data in this study will be confidential. An informed consent will be completed by you by clicking on "Consent Granted" below. Names and other identifiers associated with individuals and individual institutions will not be placed in the research findings.

#### Participation

Participation is voluntary. Participants have the right to refuse participation at any time. If you wish to participate please click "Consent Granted" below. If you choose to not participate please click on "Exit Without Consent" which will eliminate you from the interview process.

### Contact

This study is being conducted by Franklyn "Mike" Gomez, a doctoral student at the University of Minnesota (Minneapolis), Department of Organizational Leadership, Policy and Development. He is co-advised by Dr. Deanne Magnusson, PhD and Dr. Gerald Fry, PhD. Mr. Gomez can be contacted at [turnoversurvey2013@gmail.com](mailto:turnoversurvey2013@gmail.com) or by phone at 626-290-6284 should you have questions or to report a research related problem. You may contact the University of Minnesota at (612) 626-5654 should you have questions or comments regarding your rights as a survey participant.

This research has been reviewed according to the University of Minnesota procedures governing your participation in this research.

By clicking "Consent Granted" you are willing to answer the questions of this interview and are granting consent to allow those answers to be used by the researcher solely for the purposes of this study.

September 7, 2014

University of

Minnesota,

Minneapolis

IRB Consent

code

1309P43923



Consent Granted



Exit Without Consent

## 2. Thank You

2. Thank you for agreeing to be interviewed. You will be contacted in the very near future to schedule a time and date. Please give me your email address to schedule the interview. When you are finished providing this information please click on the "done" button below.

Done

## Appendix E

### Survey with aggregated data

**Q1 Hello and thank you for taking the time to participate in this survey. This survey has been adapted from a previously published survey called the "Odland Survey of Teacher Turnover in International Schools" (Odland, 2007) with the author's written permission. It is estimated that the survey will take 10 to 15 minutes to complete. At the conclusion of the survey you will have the option to provide a contact email. This email will ONLY be used to contact individuals participating in the prize drawing. The prize drawing consists of 20 Amazon.com gift certificates at a value of \$25 dollars per gift certificate. All survey participants who complete the entire survey (50 Questions) will have the option to participate in the drawing and possibly win one of the gift certificates. The email address will only be used to contact drawing winners. After the drawing the emails will be expunged from the data collection. This is an optional portion of the survey. Thank you again for your significant contribution.**

**Next**

Answer Choices		Responses		
Next (1)		100.00%		81
<b>Total</b>				<b>81</b>

Basic Statistics				
<b>Minimum</b>	<b>Maximum</b>	<b>Median</b>	<b>Mean</b>	<b>Standard Deviation</b>
1.00	1.00	1.00	1.00	0.00

## **Q2 Explanation of the Study and Informed Consent**

### **Informed Consent-**

**This is a brief explanation of the study, the survey and an informed consent granting the researcher permission to use your responses in this study. After reading through the explanation and informed consent you will be asked to click on the word “Next” which will grant the researcher permission to use your responses as reported in the completed survey. The option to discontinue participation is made available by clicking on the phrase “Exit the Survey”. You may leave the survey at any time by clicking on the "Exit this Survey" button at the top of each page. Participation in the study is completely voluntary. Participants must be expatriate teachers or administrators whom have left a prior international position in education.**

### **Statement of Study**

**This study involves research. The purpose of this research is to examine the factors which influence expatriate administrator and teacher turnover in international schools. The amount of time to complete the survey is estimated to be fifteen minutes. Besides the qualification and demographic questions the survey offers twenty nine closed-ended questions and four open- ended questions.**

### **Risks**

**There are no foreseeable risks for participating in this research.**

### **Benefits**

**There are no direct benefits to participation in this study.**

### **Compensation**

**All persons completing the survey will be placed in a drawing with the opportunity to win one (1) gift certificate to Amazon.com.**

### **Confidentiality**



The data in this study will be confidential. An informed consent will be completed by you by clicking on "Next" below. Names and other identifiers associated with individuals and individual institutions will not be placed on the survey or other research data.

### **Participation**

Participation is voluntary.

Participants have the right to refuse participation at any time. It is estimated that close to 200 international schools will be approached to participate. If you wish to participate please click "Next" below. If you choose to not participate please click on "Exit this survey". You may leave the survey at any time by clicking on the "Exit this Survey" button at the top of each page.

### **Contact**

This study is being conducted by Franklyn "Mike" Gomez, a doctoral student at the University of Minnesota (Minneapolis), Department of Organizational Leadership, Policy and Development. He is co-advised by Dr. Deanne Magnusson, PhD and Dr. Gerald Fry, PhD. Mr. Gomez can be contacted at [turnoversurvey2013@gmail.com](mailto:turnoversurvey2013@gmail.com) or by phone at 626-290-6284 should you have questions or to report a research related problem. You may contact the University of Minnesota at (612) 626-5654 should you have questions or comments regarding your rights as a survey participant. This research has been reviewed according to the University of Minnesota procedures governing your participation in this research. By clicking next you are willing to answer the questions of this survey and are granting consent to allow those answers to be used by the researcher solely for the purposes of this study.

**November 4, 2013 (IRB Approval)**  
**University of Minnesota, Minneapolis**  
**Consent code 1309P43923**

## Next

Answer Choices	Responses
Next (1)	100.00% 111
<b>Total</b>	<b>111</b>

Basic Statistics				
<b>Minimum</b>	<b>Maximum</b>	<b>Median</b>	<b>Mean</b>	<b>Standard Deviation</b>
1.00	1.00	1.00	1.00	0.00

**Q3 Are you an expatriate teacher or administrator currently working in an international setting?**

Answer Choices	Responses	
Yes (1)	80.18%	89
No (2)	19.82%	22
<b>Total</b>		<b>111</b>

Basic Statistics

<b>Minimum</b> 1.00	<b>Maximum</b> 2.00	<b>Median</b> 1.00	<b>Mean</b> 1.20	<b>Standard Deviation</b> 0.40
------------------------	------------------------	-----------------------	---------------------	-----------------------------------

**Q4 Have you worked in the past as an expatriate educator at an international school?**

Answer Choices	Responses	
Yes (1)	100.00%	111
No (2)	0.00%	0
<b>Total</b>		<b>111</b>

Basic Statistics

<b>Minimum</b> 1.00	<b>Maximum</b> 1.00	<b>Median</b> 1.00	<b>Mean</b> 1.00	<b>Standard Deviation</b> 0.00
------------------------	------------------------	-----------------------	---------------------	-----------------------------------

**Q5 In the previous international position were you working as an expatriate teacher or an expatriate administrator?**

Answer Choices	Responses
Teacher (1)	58.56% 65
Administrator (2)	41.44% 46
<b>Total</b>	<b>111</b>

Basic Statistics				
<b>Minimum</b> 1.00	<b>Maximum</b> 2.00	<b>Median</b> 1.00	<b>Mean</b> 1.41	<b>Standard Deviation</b> 0.49

**Q6 You will be completing a survey regarding this international teaching position which you departed from in the past:**

Answer Choices	Responses
Yes (1)	100.00% 65
No (2)	0.00% 0
<b>Total</b>	<b>65</b>

Basic Statistics				
<b>Minimum</b> 1.00	<b>Maximum</b> 1.00	<b>Median</b> 1.00	<b>Mean</b> 1.00	<b>Standard Deviation</b> 0.00

**Q7 You will be completing a survey regarding this international administrative position which you departed from in the past:**

Answer Choices	Responses
Yes (1)	100.00% 46
No (2)	0.00% 0
<b>Total</b>	<b>46</b>

Basic Statistics				
<b>Minimum</b> 1.00	<b>Maximum</b> 1.00	<b>Median</b> 1.00	<b>Mean</b> 1.00	<b>Standard Deviation</b> 0.00

**Q8 The level of support from the senior management (CEO or Director of the school) was influential in my decision to leave the school.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	58.70% 27	13.04% 6	17.39% 8	10.87% 5	46	1.00

Basic Statistics				
<b>Minimum</b> 1.00	<b>Maximum</b> 4.00	<b>Median</b> 1.00	<b>Mean</b> 1.80	<b>Standard Deviation</b> 1.08

**Q9 The quality of the orientation program was influential in my decision to leave the school.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	73.91% 34	19.57% 9	6.52% 3	0.00% 0	46	1.00
Basic Statistics						
Minimum 1.00	Maximum 3.00	Median 1.00	Mean 1.33	Standard Deviation 0.59		

**Q10 Resource support at the school (technological, print or otherwise) was influential in my decision to leave.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	69.57% 32	19.57% 9	8.70% 4	2.17% 1	46	1.00
Basic Statistics						
Minimum 1.00	Maximum 4.00	Median 1.00	Mean 1.43	Standard Deviation 0.74		

### Q11 Student behavior at the school was influential in my decision to leave.

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	76.09% 35	8.70% 4	15.22% 7	0.00% 0	46	1.00
Basic Statistics						
Minimum 1.00	Maximum 3.00	Median 1.00	Mean 1.39	Standard Deviation 0.74		

### Q12 Parental support at the school was influential in my decision to leave.

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	63.04% 29	26.09% 12	8.70% 4	2.17% 1	46	1.00
Basic Statistics						
Minimum 1.00	Maximum 4.00	Median 1.00	Mean 1.50	Standard Deviation 0.74		

**Q13 The quality of the school facility was influential in my decision to leave the school.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	67.39% 31	23.91% 11	8.70% 4	0.00% 0	46	1.00
Basic Statistics						
Minimum 1.00	Maximum 3.00	Median 1.00	Mean 1.41	Standard Deviation 0.65		

**Q14 The academic standards of the school were influential in my decision to leave.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	60.87% 28	23.91% 11	15.22% 7	0.00% 0	46	1.00
Basic Statistics						
Minimum 1.00	Maximum 3.00	Median 1.00	Mean 1.54	Standard Deviation 0.74		



**Q15 The instability of my administrative assignment at the school was influential in my decision to leave.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	63.04% 29	17.39% 8	10.87% 5	8.70% 4	46	1.00
Basic Statistics						
Minimum 1.00	Maximum 4.00	Median 1.00	Mean 1.65	Standard Deviation 0.98		

**Q16 Expectations regarding administrative workload were influential in my decision to leave the school.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	56.52% 26	30.43% 14	6.52% 3	6.52% 3	46	1.00
Basic Statistics						
Minimum 1.00	Maximum 4.00	Median 1.00	Mean 1.63	Standard Deviation 0.87		

**Q17 Communication between senior management and the school administration was influential in my decision to leave the school.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	63.04% 29	15.22% 7	13.04% 6	8.70% 4	46	1.00
Basic Statistics						
Minimum 1.00	Maximum 4.00	Median 1.00	Mean 1.67	Standard Deviation 1.00		

**Q18 The overall compensation package offered to me was influential in my decision to leave the school.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	50.00% 23	19.57% 9	23.91% 11	6.52% 3	46	1.00
Basic Statistics						
Minimum 1.00	Maximum 4.00	Median 1.50	Mean 1.87	Standard Deviation 0.99		

**Q19 The inability to lead at the school was influential in my decision to leave.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	56.52% 26	21.74% 10	13.04% 6	8.70% 4	46	1.00
Basic Statistics						
Minimum 1.00	Maximum 4.00	Median 1.00	Mean 1.74	Standard Deviation 0.99		

**Q20 Involvement in school decision making was influential in my decision to leave.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	63.04% 29	21.74% 10	13.04% 6	2.17% 1	46	1.00
Basic Statistics						
Minimum 1.00	Maximum 4.00	Median 1.00	Mean 1.54	Standard Deviation 0.80		

**Q21 A mismatch between my expectations regarding the school and the reality when I arrived was influential in my decision to leave.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	67.39% 31	23.91% 11	4.35% 2	4.35% 2	46	1.00
Basic Statistics						
Minimum 1.00	Maximum 4.00	Median 1.00	Mean 1.46	Standard Deviation 0.77		

**Q22 A mismatch between my expectations regarding my administrative role and the reality when I arrived was influential in my decision to leave.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	63.04% 29	23.91% 11	8.70% 4	4.35% 2	46	1.00
Basic Statistics						
Minimum 1.00	Maximum 4.00	Median 1.00	Mean 1.54	Standard Deviation 0.83		

**Q23 Opportunities for professional advancement elsewhere were influential in my decision to leave the school.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	41.30% 19	15.22% 7	17.39% 8	26.09% 12	46	1.00
Basic Statistics						
Minimum 1.00	Maximum 4.00	Median 2.00	Mean 2.28	Standard Deviation 1.25		

**Q24 Personal circumstances were influential in my decision to leave the school.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	17.39% 8	6.52% 3	32.61% 15	43.48% 20	46	1.00
Basic Statistics						
Minimum 1.00	Maximum 4.00	Median 3.00	Mean 3.02	Standard Deviation 1.09		

**Q25 Living conditions in the host country were influential in my decision to leave the school.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	54.35% 25	23.91% 11	17.39% 8	4.35% 2	46	1.00
Basic Statistics						
Minimum 1.00	Maximum 4.00	Median 1.00	Mean 1.72	Standard Deviation 0.90		

**Q26 The quality of my personal life while at the school was influential in my decision to leave.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	50.00% 23	15.22% 7	28.26% 13	6.52% 3	46	1.00
Basic Statistics						
Minimum 1.00	Maximum 4.00	Median 1.50	Mean 1.91	Standard Deviation 1.02		

**Q27 The tax structure in the school's country was influential in my decision to leave.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	78.26% 36	17.39% 8	2.17% 1	2.17% 1	46	1.00
Basic Statistics						
Minimum 1.00	Maximum 4.00	Median 1.00	Mean 1.28	Standard Deviation 0.61		

**Q28 Safety concerns in the country were influential in my decision to leave.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	69.57% 32	13.04% 6	15.22% 7	2.17% 1	46	1.00
Basic Statistics						
Minimum 1.00	Maximum 4.00	Median 1.00	Mean 1.50	Standard Deviation 0.83		

**Q29 A lack of low cost household services was influential in my decision to leave.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	71.74% 33	21.74% 10	6.52% 3	0.00% 0	46	1.00
Basic Statistics						
Minimum 1.00	Maximum 3.00	Median 1.00	Mean 1.35	Standard Deviation 0.60		

**Q30 Please feel free to add explanatory comments for any of the items in the above questioning.**

See Appendix F

**Q31 What were the top three reasons that prompted you to leave the reported international school?**

See Appendix F

**Q32 What could the school have done to prevent you from leaving the international school?**

See Appendix F

**Q33 Please jot down further comments regarding your departure from this school?**

See Appendix F



**Q34 How many years of administrative experience (in all types of schools) did you have at the time you departed from the international school reported by you in this survey?**

Answer Choices	Responses	
a. 0-4 (1)	0.00%	0
b. 5-9 (2)	26.09%	12
c. 10-14 (3)	21.74%	10
d. 15-19 (4)	8.70%	4
e. 20 or more (5)	43.48%	20
<b>Total</b>		<b>46</b>

Basic Statistics				
<b>Minimum</b> 2.00	<b>Maximum</b> 5.00	<b>Median</b> 4.00	<b>Mean</b> 3.70	<b>Standard Deviation</b> 1.27

**Q35 How many years of service did you complete (as an administrator) at the international school reported by you in this survey?**

Answer Choices	Responses
a. 1 (1)	6.52% 3
b. 2 (2)	2.17% 1
c. 3 (3)	13.04% 6
d. 4 (4)	17.39% 8
e. 5 or more (5)	60.87% 28
<b>Total</b>	<b>46</b>

Basic Statistics

<b>Minimum</b> 1.00	<b>Maximum</b> 5.00	<b>Median</b> 5.00	<b>Mean</b> 4.24	<b>Standard Deviation</b> 1.16
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**Q36 How many years total had you been an administrator in international schools at the time of your departure from the recognized school in this survey?**

Answer Choices			Responses	
a. 0-4 (1)			6.52%	3
b. 5-9 (2)			30.43%	14
c. 10-14 (3)			17.39%	8
d. 15-19 (4)			8.70%	4
e. 20 or more (5)			36.96%	17
Total				46
Basic Statistics				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	3.00	3.39	1.41

**Q37 What prior international experience did you have prior to you working at the identified international school as an administrator? Please briefly explain.**

See Appendix F

**Q38 In what year did you leave the international school which you covered in this survey?**

See Appendix F

### Q39 Your gender?

Answer Choices	Responses
a. male (1)	78.26% 36
b. female (2)	21.74% 10
<b>Total</b>	<b>46</b>

#### Basic Statistics

<b>Minimum</b> 1.00	<b>Maximum</b> 2.00	<b>Median</b> 1.00	<b>Mean</b> 1.22	<b>Standard Deviation</b> 0.41
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**Q40 Your age at the time of your departure from the recognized international school:**

Answer Choices	Responses
a. 29 or lower (1)	0.00% 0
b. 30-39 (2)	8.70% 4
c. 40-49 (3)	43.48% 20
d. 50-59 (4)	17.39% 8
e. 60 or higher (5)	30.43% 14
<b>Total</b>	<b>46</b>

Basic Statistics				
<b>Minimum</b> 2.00	<b>Maximum</b> 5.00	<b>Median</b> 3.00	<b>Mean</b> 3.70	<b>Standard Deviation</b> 1.00

**Q41 Your marital status at the time of your departure from the recognized international school?**

Answer Choices	Responses	
a. Single (1)	6.52%	3
b. Married (2)	86.96%	40
Other (please specify) (3)	6.52%	3
<b>Total</b>		<b>46</b>

Basic Statistics				
<b>Minimum</b> 1.00	<b>Maximum</b> 3.00	<b>Median</b> 2.00	<b>Mean</b> 2.00	<b>Standard Deviation</b> 0.36

**Q42 Number of children living with you at the time of your departure from the recognized international school?**

Answer Choices	Responses	
a. 0 (1)	52.17%	24
b. 1 (2)	6.52%	3
c. 2 (3)	23.91%	11
d. 3 (4)	15.22%	7
e. 4 or more (5)	2.17%	1
<b>Total</b>		<b>46</b>

Basic Statistics

<b>Minimum</b> 1.00	<b>Maximum</b> 5.00	<b>Median</b> 1.00	<b>Mean</b> 2.09	<b>Standard Deviation</b> 1.25
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**Q43 Your estimated level of language fluency in regards to the native language of the country you were employed would be characterized as:**

Answer Choices		Responses
a. Novice (1)		56.52% 26
b. Intermediate (2)		19.57% 9
c. Advanced (3)		8.70% 4
d. Superior (4)		13.04% 6
Other (please specify) (5)		2.17% 1
<b>Total</b>		<b>46</b>

Basic Statistics				
<b>Minimum</b> 1.00	<b>Maximum</b> 5.00	<b>Median</b> 1.00	<b>Mean</b> 1.85	<b>Standard Deviation</b> 1.16



**Q44 Highest degree you earned at the time of your departure from the recognized international school?**

Answer Choices	Responses	
a. Bachelor's (1)	0.00%	0
b. Master's (2)	41.30%	19
c. Specialist or professional diploma (3)	21.74%	10
d. Doctorate or professional degree (4)	36.96%	17
<b>Total</b>		<b>46</b>

Basic Statistics

<b>Minimum</b> 2.00	<b>Maximum</b> 4.00	<b>Median</b> 3.00	<b>Mean</b> 2.96	<b>Standard Deviation</b> 0.88
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**Q45 Administrative certificates/credentials held while working at the reported international school. Please include the issuing country/organization?**

See Appendix F

**Q46 Please choose the level of administration you respectively served at the reported international school:**

Answer Choices	Responses	
a. Pre-K (1)	0.00%	0
b. Elementary (2)	2.17%	1
c. Middle or Junior High School (3)	0.00%	0
d. High School (4)	8.70%	4
Other (please specify) (5)	89.13%	41
<b>Total</b>		<b>46</b>

Basic Statistics				
<b>Minimum</b> 2.00	<b>Maximum</b> 5.00	<b>Median</b> 5.00	<b>Mean</b> 4.85	<b>Standard Deviation</b> 0.51

**Q47 Your country of citizenship:**

See Appendix F

**Q48 Country in which the reported international school is located:**

See Appendix F

**Q49 How many students were enrolled in the reported international school at the time of your employment?**

Answer Choices	Responses
a. 1-99 (1)	0.00% 0
b. 100-249 (2)	8.70% 4
c. 250-599 (3)	32.61% 15
d. 600-999 (4)	23.91% 11
e. 1000 or above (5)	34.78% 16
<b>Total</b>	<b>46</b>

Basic Statistics				
<b>Minimum</b> 2.00	<b>Maximum</b> 5.00	<b>Median</b> 4.00	<b>Mean</b> 3.85	<b>Standard Deviation</b> 1.00

**Q50** Indicate all of the following programs that were offered at the recognized international school, during your time of employment, by clicking on the corresponding box(es).

Answer Choices					Responses	
a. Cambridge International Examination Program (CIE) (1)					10.87%	5
b. Advanced Placement (AP) (2)					47.83%	22
c. IB Primary Years Programme (PYP) (3)					19.57%	9
d. IB Middle Years Programme (MYP) (4)					17.39%	8
e. IB Diploma Programme (DP) (5)					63.04%	29
f. National curriculum (6)					32.61%	15
<b>Total Respondents: 46</b>						
Basic Statistics						
<b>Minimum</b>	<b>Maximum</b>	<b>Median</b>	<b>Mean</b>	<b>Standard Deviation</b>		
1.00	6.00	4.50	3.90	1.62		

### Q51 How would the international school you are reporting on be categorized?

Answer Choices	Responses	
a. Not for profit/trust (1)	73.91%	34
b. Privately owned (2)	17.39%	8
c. Multinational corporation owned (3)	2.17%	1
Other (please specify) (4)	6.52%	3
<b>Total</b>		<b>46</b>

Basic Statistics				
<b>Minimum</b>	<b>Maximum</b>	<b>Median</b>	<b>Mean</b>	<b>Standard Deviation</b>
1.00	4.00	1.00	1.41	0.82

**Q52 The level of support from the senior management (CEO or Director of the school) was influential in my decision to leave the school.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	27.69% 18	29.23% 19	20.00% 13	23.08% 15	65	1.00

#### Basic Statistics

<b>Minimum</b> 1.00	<b>Maximum</b> 4.00	<b>Median</b> 2.00	<b>Mean</b> 2.38	<b>Standard Deviation</b> 1.12
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**Q53 The quality of the induction program was influential in my decision to leave the school.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	36.92% 24	47.69% 31	10.77% 7	4.62% 3	65	1.00

#### Basic Statistics

<b>Minimum</b> 1.00	<b>Maximum</b> 4.00	<b>Median</b> 2.00	<b>Mean</b> 1.83	<b>Standard Deviation</b> 0.80
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**Q54 Resource support at the school (technological, print or otherwise) was influential in my decision to leave.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	35.38% 23	35.38% 23	20.00% 13	9.23% 6	65	1.00

Basic Statistics

<b>Minimum</b> 1.00	<b>Maximum</b> 4.00	<b>Median</b> 2.00	<b>Mean</b> 2.03	<b>Standard Deviation</b> 0.96
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**Q55 Student behavior at the school was influential in my decision to leave.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	50.77% 33	24.62% 16	12.31% 8	12.31% 8	65	1.00

Basic Statistics

<b>Minimum</b> 1.00	<b>Maximum</b> 4.00	<b>Median</b> 1.00	<b>Mean</b> 1.86	<b>Standard Deviation</b> 1.05
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**Q56 Parental support at the school was influential in my decision to leave.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	43.08% 28	38.46% 25	10.77% 7	7.69% 5	65	1.00
Basic Statistics						
Minimum 1.00	Maximum 4.00	Median 2.00	Mean 1.83	Standard Deviation 0.90		

**Q57 The quality of the school facility was influential in my decision to leave the school.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	40.00% 26	29.23% 19	26.15% 17	4.62% 3	65	1.00
Basic Statistics						
Minimum 1.00	Maximum 4.00	Median 2.00	Mean 1.95	Standard Deviation 0.92		



**Q58 The academic standards of the school were influential in my decision to leave.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	40.00% 26	30.77% 20	21.54% 14	7.69% 5	65	1.00
Basic Statistics						
Minimum 1.00	Maximum 4.00	Median 2.00	Mean 1.97	Standard Deviation 0.96		

**Q59 The instability of my teaching assignment at the school was influential in my decision to leave.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	50.77% 33	35.38% 23	6.15% 4	7.69% 5	65	1.00
Basic Statistics						
Minimum 1.00	Maximum 4.00	Median 1.00	Mean 1.71	Standard Deviation 0.89		

**Q60 Expectations regarding teacher workload were influential in my decision to leave the school.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	33.85% 22	35.38% 23	21.54% 14	9.23% 6	65	1.00
Basic Statistics						
Minimum 1.00	Maximum 4.00	Median 2.00	Mean 2.06	Standard Deviation 0.96		

**Q61 Communication between the school administration and the faculty was influential in my decision to leave the school.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	27.69% 18	24.62% 16	32.31% 21	15.38% 10	65	1.00
Basic Statistics						
Minimum 1.00	Maximum 4.00	Median 2.00	Mean 2.35	Standard Deviation 1.04		

**Q62 The overall compensation package offered to me was influential in my decision to leave the school.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	32.31% 21	27.69% 18	29.23% 19	10.77% 7	65	1.00
Basic Statistics						
Minimum 1.00	Maximum 4.00	Median 2.00	Mean 2.18	Standard Deviation 1.01		

**Q63 The inability to lead at the school was influential in my decision to leave.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	32.31% 21	40.00% 26	21.54% 14	6.15% 4	65	1.00
Basic Statistics						
Minimum 1.00	Maximum 4.00	Median 2.00	Mean 2.02	Standard Deviation 0.89		

**Q64 Involvement in school decision making was influential in my decision to leave.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	23.08% 15	40.00% 26	26.15% 17	10.77% 7	65	1.00
Basic Statistics						
Minimum 1.00	Maximum 4.00	Median 2.00	Mean 2.25	Standard Deviation 0.93		

**Q65 A mismatch between my expectations regarding the school and the reality when I arrived was influential in my decision to leave.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	29.23% 19	44.62% 29	15.38% 10	10.77% 7	65	1.00
Basic Statistics						
Minimum 1.00	Maximum 4.00	Median 2.00	Mean 2.08	Standard Deviation 0.93		

**Q66A mismatch between my expectations regarding my teaching role and the reality when I arrived was influential in my decision to leave.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	33.85% 22	52.31% 34	7.69% 5	6.15% 4	65	1.00
Basic Statistics						
Minimum 1.00	Maximum 4.00	Median 2.00	Mean 1.86	Standard Deviation 0.80		

**Q67 Opportunities for professional advancement elsewhere were influential in my decision to leave the school.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	26.15% 17	38.46% 25	24.62% 16	10.77% 7	65	1.00
Basic Statistics						
Minimum 1.00	Maximum 4.00	Median 2.00	Mean 2.20	Standard Deviation 0.95		

**Q68 Personal circumstances were influential in my decision to leave the school.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	13.85% 9	23.08% 15	29.23% 19	33.85% 22	65	1.00
Basic Statistics						
Minimum 1.00	Maximum 4.00	Median 3.00	Mean 2.83	Standard Deviation 1.05		

**Q69 Living conditions in the host country were influential in my decision to leave the school.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	32.31% 21	27.69% 18	26.15% 17	13.85% 9	65	1.00
Basic Statistics						
Minimum 1.00	Maximum 4.00	Median 2.00	Mean 2.22	Standard Deviation 1.05		

**Q70 The quality of my personal life while at the school was influential in my decision to leave.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	33.85% 22	30.77% 20	29.23% 19	6.15% 4	65	1.00
Basic Statistics						
Minimum 1.00	Maximum 4.00	Median 2.00	Mean 2.08	Standard Deviation 0.93		

**Q71 The tax structure in the school's country was influential in my decision to leave.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	49.23% 32	33.85% 22	13.85% 9	3.08% 2	65	1.00
Basic Statistics						
Minimum 1.00	Maximum 4.00	Median 2.00	Mean 1.71	Standard Deviation 0.82		

**Q72 Safety concerns in the country were influential in my decision to leave.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	41.54% 27	44.62% 29	9.23% 6	4.62% 3	65	1.00

Basic Statistics

<b>Minimum</b> 1.00	<b>Maximum</b> 4.00	<b>Median</b> 2.00	<b>Mean</b> 1.77	<b>Standard Deviation</b> 0.80
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**Q73 A lack of low cost household services was influential in my decision to leave.**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Total	Weighted Average
Level of Agreement	49.23% 32	43.08% 28	4.62% 3	3.08% 2	65	1.00

Basic Statistics

<b>Minimum</b> 1.00	<b>Maximum</b> 4.00	<b>Median</b> 2.00	<b>Mean</b> 1.62	<b>Standard Deviation</b> 0.72
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**Q74 Please feel free to add explanatory comments for any of the items in the above questioning.**

See Appendix G

**Q75 What were the top three reasons that prompted you to leave the reported international school?**

See Appendix G

**Q76 What could the school have done to prevent you from leaving?**

See Appendix G

**Q77 Please jot down further comments regarding your departure from this school?**

See Appendix G

**Q78 How many years of teaching experience (in all types of schools) did you have at the time of your departure from the international school reported by you in this survey?**

Answer Choices		Responses
a. 0-4 (1)		9.23% 6
b. 5-9 (2)		29.23% 19
c. 10-14 (3)		36.92% 24
d. 15-19 (4)		13.85% 9
e. 20 or more (5)		10.77% 7
<b>Total</b>		<b>65</b>

Basic Statistics				
<b>Minimum</b> 1.00	<b>Maximum</b> 5.00	<b>Median</b> 3.00	<b>Mean</b> 2.88	<b>Standard Deviation</b> 1.10

**Q79 How many years of service did you complete (as a teacher) at the international school reported by you in this survey?**

Answer Choices	Responses	
a. 1 (1)	10.77%	7
b. 2 (2)	21.54%	14
c. 3 (3)	24.62%	16
d. 4 (4)	18.46%	12
e. 5 or more (5)	24.62%	16
<b>Total</b>		<b>65</b>

Basic Statistics				
<b>Minimum</b> 1.00	<b>Maximum</b> 5.00	<b>Median</b> 3.00	<b>Mean</b> 3.25	<b>Standard Deviation</b> 1.32

**Q80 How many years total have you been a teacher in international schools at the time of your departure from the recognized school in this survey?**

Answer Choices				Responses	
a. 0-4 (1)				33.85%	22
b. 5-9 (2)				38.46%	25
c. 10-14 (3)				12.31%	8
d. 15-19 (4)				12.31%	8
e. 20 or more (5)				3.08%	2
Total					65
Basic Statistics					
Minimum	Maximum	Median	Mean	Standard Deviation	
1.00	5.00	2.00	2.12	1.10	

**Q81 What prior international experience did you have prior to you working at an international school as a teacher? Please briefly explain.**

See Appendix G

## Q82 In what year did you leave the international school which you covered in this survey?

See Appendix G

## Q83 Your gender?

Answer Choices	Responses
Female (1)	66.15% 43
Male (2)	33.85% 22
<b>Total</b>	<b>65</b>

Basic Statistics				
<b>Minimum</b> 1.00	<b>Maximum</b> 2.00	<b>Median</b> 1.00	<b>Mean</b> 1.34	<b>Standard Deviation</b> 0.47

**Q84 Your age at the time of your departure from the recognized international school:**

Answer Choices	Responses	
a. 29 or lower (1)	15.38%	10
b. 30-39 (2)	58.46%	38
c. 40-49 (3)	18.46%	12
d. 50-59 (4)	4.62%	3
e. 60 or higher (5)	3.08%	2
<b>Total</b>		<b>65</b>

Basic Statistics				
<b>Minimum</b> 1.00	<b>Maximum</b> 5.00	<b>Median</b> 2.00	<b>Mean</b> 2.22	<b>Standard Deviation</b> 0.87

**Q85 Your marital status at the time of your departure from the recognized international school?**

Answer Choices	Responses
a. Single (1)	47.69% 31
b. Married (2)	41.54% 27
Other (please specify) (3)	10.77% 7
<b>Total</b>	<b>65</b>

Basic Statistics				
<b>Minimum</b> 1.00	<b>Maximum</b> 3.00	<b>Median</b> 2.00	<b>Mean</b> 1.63	<b>Standard Deviation</b> 0.67

**Q86 Number of children living with you at the time of your departure from the recognized international school?**

Answer Choices	Responses	
a. 0 (1)	73.85%	48
b. 1 (2)	9.23%	6
c. 2 (3)	12.31%	8
d. 3 (4)	4.62%	3
e. 4 or more (5)	0.00%	0
<b>Total</b>		<b>65</b>

Basic Statistics

<b>Minimum</b> 1.00	<b>Maximum</b> 4.00	<b>Median</b> 1.00	<b>Mean</b> 1.48	<b>Standard Deviation</b> 0.88
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**Q87 Your estimated level of language fluency in regards to the native language of the country you were employed would be characterized as:**

Answer Choices		Responses	
a. Novice (1)		53.85%	35
b. Intermediate (2)		33.85%	22
c. Advanced (3)		7.69%	5
d. Superior (4)		4.62%	3
<b>Total</b>			<b>65</b>

Basic Statistics				
<b>Minimum</b> 1.00	<b>Maximum</b> 4.00	<b>Median</b> 1.00	<b>Mean</b> 1.63	<b>Standard Deviation</b> 0.81

**Q88 Highest degree you had earned at the time of your departure from the recognized international school?**

Answer Choices	Responses	
a. Bachelor's (1)	44.62%	29
b. Master's (2)	52.31%	34
c. Specialist or professional diploma (3)	1.54%	1
d. Doctorate or professional degree (4)	1.54%	1
<b>Total</b>		<b>65</b>

Basic Statistics				
<b>Minimum</b> 1.00	<b>Maximum</b> 4.00	<b>Median</b> 2.00	<b>Mean</b> 1.60	<b>Standard Deviation</b> 0.60

**Q89 Teaching certificates/credentials held while working at the reported international school? Please provide the issuing country/organization.**

See Appendix G

**Q90 Please choose the level of teaching you respectively served at the reported international school:**

Answer Choices				Responses	
a. Pre-K (1)				3.08%	2
b. Elementary (2)				30.77%	20
c. Middle or Junior High School (3)				40.00%	26
d. High School (4)				49.23%	32
Other (please specify) (5)				6.15%	4
Total Respondents: 65					
Basic Statistics					
Minimum	Maximum	Median	Mean	Standard Deviation	
1.00	5.00	3.00	3.19	0.93	

**Q91 Your country of citizenship:**

See Appendix G

**Q92 Country in which the reported international school is located:**

See Appendix G

**Q93 How many students were enrolled in the reported international school at the time of your employment?**

Answer Choices	Responses
a. 1-99 (1)	1.54% 1
b. 100-249 (2)	6.15% 4
c. 250-599 (3)	21.54% 14
d. 600-999 (4)	23.08% 15
e. 1000 or above (5)	47.69% 31
<b>Total</b>	<b>65</b>

Basic Statistics

Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	4.00	4.09	1.03

**Q94 Indicate all of the following programs that were offered at the recognized international school, during your time of employment, by clicking on the corresponding box(es).**

Answer Choices		Responses	
a. Cambridge International Examination Program (CIE) (1)		4.62%	3
b. Advanced Placement (AP) (2)		36.92%	24
c. IB Primary Years Programme (PYP) (3)		38.46%	25
d. IB Middle Years Programme (MYP) (4)		35.38%	23
e. IB Diploma Programme (DP) (5)		72.31%	47
f. National curriculum (6)		29.23%	19
<b>Total Respondents: 65</b>			

#### Basic Statistics

Minimum	Maximum	Median	Mean	Standard Deviation
1.00	6.00	4.00	4.02	1.39

**Q95 How would the international school you are reporting on be categorized?**

Answer Choices	Responses	
Not for profit/trust (1)	50.77%	33
Privately owned (2)	40.00%	26
Multinational corporation owned (3)	3.08%	2
Other (please specify) (4)	6.15%	4
<b>Total</b>		<b>65</b>

## Basic Statistics

Minimum	Maximum	Median	Mean	Standard Deviation
1.00	4.00	1.00	1.65	0.81

**Q96 Congratulations and thank you for completing the survey. You are now eligible to place yourself in a prize drawing for a gift certificate (\$25 dollars) to Amazon.com. If you are interested in participating please enter you email address below. To exit the survey please click on the "done" button below. If you know others who might wish to participate please pass the link ([internationaleducators.weebly.com](http://internationaleducators.weebly.com)) on to them. Thank you!**

## Appendix F

### Administrator open ended survey responses

Q30 Please feel free to add explanatory comments for any of the items in the above questioning.

#	Responses
1	Career moves for Administrators/Teachers who are parents are often dictated by 'what is best for my kids' or 'when is the best time to move?' My kids were transitioning into Middle School; it had been five years; good time to go.
2	The new Superintendent was very uncomfortable with my almost twenty years of experience in the school.
3	If a person like me who has taught overseas and has been the head CEO overseas the language of the questions and there sense seem to me to be inappropriate linguistically speaking!
4	A new professional opportunity arose which I felt I could not ignore
5	The biggest reason I left was simply being ready to try something new. However, the local culture and its impact on the school also was a factor.
6	My main reason for leaving my previous post was to seek a different professional learning experience and to seen the opportunity to work in another top-tier international school (main driver for leaving was to seek a strong professional learning experience)
7	None
8	First off, I WAS the Director, so the first questions about Sr. Management are a bit hard to answer---more relevant would be questions about Board/Head relations.
9	I was happy with my previous position but at some point out grew my position and needed more challenge.
10	I was the Head of School. Some "disagrees" above were influenced by that fact.
11	Always happy with the positions I had at a school
12	I was the head of school and my contract was not renewed
13	Had to leave because of length of visa permit to stay in the country.
14	Left for a new challenge
15	I was a teacher & Administrator...form doesn't allow to answer as bot so I answered as Adm. and discovered since I was the Director the questiions didn't refer exactly to me.
16	I was the director, therefore, I left a few blank since they were non-applicable. Questions 7 and 16 are not relevant.
17	Civil Conflict was the root cause for moving on.
18	The biggest reason I left was to have a new and different experience
19	I RETIRED FROM MY LAST POSITION TO BE CLOSER TO FAMILY

Q 30 Please feel free to add explanatory comments for any of the items in the above questioning-Admin.

Response #	Thematic Information	Category
1	Children/Timing	PF, PF
2	Management	SM
3	Problems with questioning	Other
4	New Opportunity	PA
5	Something New/Local culture	PF, HC
6	New opportunity/Higher level school	PA
7	No comment	Not Applicable



8	Problems with questioning	Other
9	More challenging position	PA
10	Question the questions	Not Applicable
11	Positive response to experience	Other
12	Contract not renewed	Other
13	Visa expired	Other
14	New challenge	PF
15	Question the questions	Other
16	Question the questions	Other
17	Civil conflict	HC
18	Seeking new experience	PF
19	Retired/Family	PF, PF

**Q31 What were the top three reasons that prompted you to leave the reported international school?**

#	Responses
1	Personal/family, pay, resource support
2	Kids' educational transition (into Middle School) Felt I'd accomplished what I had set out to do after 5 yrs. Career advancement and new adventures. We didn't move overseas to sit still!
3	Instability
4	1. Offered job as founding director of new school 2. Pay 3. Worked with management company before; trusted them
5	Superintendent withdrew my contract after offering it to me the month before. This is a criminal offense for which she also lost her job.
6	There is only one top reason for me leaving which was the time for my retirement age came and enough was enough as my colleagues at that time would say.
7	Career advancement.
8	family related issues back home Had been at the school a long time
9	end of contract family needs in the USA desire to be in the USA
10	Missed home. First time overseas. Wanted children to remember home.
11	New professional opportunity at a different school Salary and benefit package Academic program for children
12	Better offer elsewhere. Salary and compensation. Complicated community.
13	1. Proximity to family - especially aging parents 2/3. No other reason
14	Ready for something new local culture Educational needs of my own children
15	Seek new professional learning experience Been at my previous school for 8 years, time for a change Living conditions of the host country (safety and security, personal life, etc.)
16	Family issues Heavy workload Quality of personal life
17	Looking for professional growth/next challenge Wanted to offer my children another international experience Earning potential higher elsewhere
18	Upper management was evasive and unclear with objectives. Other admin areas (finance, operations) were uncooperative. Parents were stressful.
19	Age of my children. Length of time spent at school. Sense that I had done what I set out to do and was up for new challenges.
20	Need for a position of greater responsibility. Need for a change with more (or different) things to do after working in a country for 5 years. Could see that the benefits, package etc. were fixed and not negotiable.
21	desire to retire; need to be nearer family members; desire for greater balance in life
22	Incompetent Director (I left after working with him for only one year), Ready for a change (after being in the same school for 13 years), Ready for a placement which offered more cultural activities.
23	Unethical Top Administrators and School Board Compensation Package Need for larger networks and more professional growth
24	1. Conflict with the Board & Parents 2. Vengeful attitude of parents whose children had been disciplined. 3. Failure of national bank.
25	The sole reason for leaving the school was to pursue another job opportunity.
26	Family reasons Teacher union creating an unhealthy school culture Lack of resources and support to do work
27	Other opportunities; career advancement; seeking new challenges

28	Administrative Advancement New Opportunities New Experiences
29	career advancement, Quality of life, new challenge
30	lack of cohesion on board new leadership that was not aligned with my own beliefs change of focus for the school going forward
31	I had been a principal in the school for six years and it was time to move on. Cold dark weather (it was in Northern Europe) was influential. My wife and I were tired of that.
32	1. Change in direction needed by the school. 2. Desire to start a new career. 3. Change in direction of international schools generally.
33	Only 1 - I was the head of school and my contract was not renewed
34	Host government length of visa permit.
35	Left for a new challenge Board Chair interference Pull of grandchildren back home
36	Mother's health Political/civil /economic situation of the country Security situation of the country
37	Desired change. Now working as an education consultant to international schools.
38	1st time I was fired after 12 years on the job so I had no choice 2nd position I held till my retirement which was my choice...I could have continued.
39	Had a long tenure - just time to leave Wanted to experience a new culture Did as much as we could do. I had a long run.
40	Great career opportunity elsewhere Need to move to European school in advance of children going to UK universities It was just time
41	Tax structure changed for our school The board was unwilling to compensate fairly Personal reason
42	vastly decreased enrollment resulting from civil conflict
43	Salary Working conditions Advancement opportunities
44	a for profit school; poor upper management; lack of clarity and coherence
45	Desire for a different experience, desire to see another part of the world, something different for my family
46	APPROACHING RETIREMENT AGE SON'S SICKNESS DESIRE TO BE CLOSE TO FAMILY

Q 31 What were the top three reasons that prompted you to leave the reported int'l school-Admin.

Response #	Thematic Information	Category
1	Family, Pay, Resources	PF, CO, WC
2	Children, Career Advancement	PF, PA
3	Instability	Not Identifiable
4	New Professional Opportunities, Pay, Trust	PA, CO, PF
5	Contract cancelled	Other
6	Time, Retirement	PF, PF
7	Career Advancement	PA
8	Family	PF
9	Contract expired, Family	Other, PF
10	Homesick, Family	PF, PF
11	Professional opportunity, Salary/Benefits, children	PA, CO/Other, PF

12	Professional opportunity, Salary, Home country concerns	PA, CO, HC
13	Family	PF
14	New experience, culture change, family	PF, HC, PF
15	Professional opportunities, Host Country	PA, HC
16	Family, working conditions, Personal	PF, WC, PF
17	Professional growth, Children, Pay	PA, PF, CO
18	Management, Resources, Parents difficult	SM, WC, WC
19	Children, New challenges	PF, PA
20	Professional advancement, Change Needed, Benefits	PA, Other, Other
21	Retire, Family, Change in life	PF, PF, Other
22	Management, Personal changes	SM, PF
23	Management, Pay, Professional Growth	SM, CO, PA
24	Management, Parent conflicts, National Bank	SM, WC, HC
25	Another Position	PA
26	Family, School culture, Low resources	PF, WC, WC
27	Career Advancement, New experiences	PA, PF
28	Career Advancement, New experiences	PA, PF
29	Career Advancement, Quality of life, New experiences	PA, Other, PF
30	Management	SM
31	Time to move, Climate	PF, HC
32	Change Direction School, New Career	Other, PA
33	Contract expired	Other
34	Visa expired	Other
35	Management, Family	SM, PF
36	Family, Home Country	PF, HC
37	Change, New career	PF, PA
38	Fired, Retired	Other, PF
39	Time to change, Different culture	PF, HC
40	Taxes, Compensation, Personal	HC, CO, PF
41	Career, Children	PA, PF
42	Civil Conflict	HC
43	Salary, Working Conditions, Advancement Opportunities	CO, WC, PA
44	School Type, Management	Other, SM
45	Desired Change, Children	HC, PF
46	Retirement, Family	PF, PF

### Q32 What could the school have done to prevent you from leaving?

#	Responses
1	Nothing
2	Very little. Not to sound crass, but my market value after five very successful years exceeded their capacity as a smaller school to keep me.
3	Ensured contracts for employees prior to job fair season
4	They could have offered me an admin position
5	Hired a different Superintendent, one with more international experience.
6	Nothing short of doubling my salary (joke) I did the job for 15 years and I was happy...retirement came!!!
7	Nothing
8	nothing
9	Probably nothing
10	More home leave
11	Not much
12	Nothing.
13	Possibly offered more paid trips home and longer leave periods, but I did not request these.
14	Not much. I was simply ready
15	Nothing
16	Adjust workload Pay for better housing
17	Not much - it was the right time to leave
18	Fire the Exec Director and hire one with a vision and ability to express it.
19	Significantly increase my salary, probably only to an amount beyond their means to do so.
20	Not much...maybe some better benefits (a pool, car etc.) or a job of greater responsibility within the school (although this wasn't a possibility for the school at the time).
21	Nothing. I served the school for twenty years before leaving and loved the experience
22	Promoted me or hired a more competent Director.
23	N/A
24	I was gutshot by external circumstances.
25	Most likely, nothing.
26	A leave of absence to manage personal issues with our son Additional resources as this was a turnaround school Teacher union disbanded
27	Absolutely nothing!!
28	Nothing
29	nil
30	greater leadership autonomy focusing on student programming and mission/vision development
31	Change the weather and add more sunlight during the winter days.
32	Nothing should have been done. It was a good, appropriate time to leave (after 7 years).
33	nothing

34	Nothing
35	Probably nothing
36	Nothing
37	Nothing. My experience at the school was terrific.
38	All should know when enough is enough....Nothing normal could have stopped me...by that I mean if the owner of the school took sick and I was desperately needed until she recovered, of course I would have stayed since I was in good health with all my mental functions working but that's not normal, more money would not have kept me..it was enough
39	Not much.
40	Nothing, the school was great
41	Increased my salary to make it competitive
42	nothing
43	Nothing
44	nothing... they tried to retain me with money, etc.
45	Nothing really. I was happy there.
46	NOTHING

Q 32 What could the school have done to prevent you from leaving?

Response #	Thematic Information	Category
1	Nothing	
2	Nothing	
3	Solidified Contracts	WC
4	Advancement	PA
5	Different Management	SM
6	Nothing	
7	Nothing	
8	Nothing	
9	Nothing	
10	Time off	WC
11	Nothing	
12	Nothing	
13	Time off	WC
14	Nothing	
15	Nothing	
16	Workload, Pay	WC, CO
17	Nothing	
18	Management Change	SM
19	Salary	CO
20	Benefits, Advancement	Other, PA
21	Nothing	
22	Promotion, Management Change	PA, SM
23	Not Thematic	Not Applicable
24	External circumstances	Other
25	Nothing	

26	Family, Resources	PF, WC
27	Nothing	
28	Nothing	
29	Nothing	
30	Management concerns	SM
31	Climate	HC
32	Nothing	
33	Nothing	
34	Nothing	
35	Nothing	
36	Nothing	
37	Nothing	
38	Nothing	
39	Nothing	
40	Salary	CO
41	Nothing	
42	Nothing	
43	Nothing	
44	Nothing	
45	Nothing	
46	Nothing	

Q33 Please jot down further comments regarding your departure from this school?

#	Responses
1	After 6 years, it was time to hand over the reigns to someone else
2	Loved the school, built the community, had a great social network. Knew most of what was going on (was 'institutionally fluent') and it was just time to move on. Again, we didn't come overseas (most of us) to live in one place for 20 years...you could do that in Kansas.
3	I had a one year contract as a consultant and it was expiring. Due to company policy, because my wife was already an administrator, I could not be hired.
4	Generally speaking, it was a very ugly event. When I left the High School, more than fifty teachers and staff left with me.
5	There are no further comments.
6	strictly personal - work environment and compensation were both excellent
7	first time overseas is always hard
8	I loved my last school and it loved me. I often regret leaving.
9	The school I was at was great, it was simply the right time for me
10	Not easy, always hard to leave students
11	it was amicable and it was my choice and it was 'just time' for a variety of reasons. I wanted to move my kids at that juncture (just at the ES/MS juncture) and so it made sense as a family, as well as professionally.
12	Highly supported in my role for 5 years and I learned a lot. It was time to go to move on to greater/different challenges.
13	This is a great school and I went in th eyes open, stayed longer than I originally thought.
14	It was very pleasant
15	nil
16	Was a long time commitment of 7 years, so was difficulty to leave - but was the right time to hand the leadership to successor.
17	I have enjoyed every school I've worked at and all of my admin colleagues too.
18	I chose the last school which I headed. I went into "semi-retirement" taking a part-time job with ECIS, and now consult on my own. Nice to be my own boss.
19	There is nothing more to add, I was appreciated, I knew I could have stayed on as long as I wished but enough is enough.
20	Amicable. Wonderful experience and I think, left the school in a better place.
21	Civil conflict required school closing

Q33 Please jot down further comments regarding your departure from this school.

Response #	Thematic Information	Category
1	Time to leave	PF
2	Time to leave	PF
3	Contract expired	Other
4	No thematic response	
5	No comment	
6	Personal	PF



7	Personal	PF
8	No thematic response	
9	Time to leave	PF
10	No thematic response	
11	Personal, Family	PF, PF
12	Time to leave	PF
13	No thematic response	
14	No thematic response	
15	No thematic response	
16	Time to leave	PF
17	No thematic response	
18	Retirement	PF
19	Time to leave	PF
20	No thematic response	
21	Civil Conflict	HC

**Q37 What prior international experience did you have prior to you working at the identified international school as an administrator? Please briefly explain.**

#	Responses
1	Exchange student, working and living abroad for 7 years
2	Teacher, 6 years, High school level. Teacher/Deputy Headmaster, 3 yrs, small Int'l school Headmaster 7 years, small international school
3	12 years teaching and 2 years admin
4	15 years as teacher, counselor and administrator in South America, Africa and China
5	I was completing my fifth year as the High School Principal. I had been the Middle School Principal for seven years before that and the Middle School Assistant Principal for four years before that.
6	Taught for several years High School Mathematics.
7	Worked at 3 other schools overseas previously.
8	head of several international schools
9	12 years as HOS 3 years as Asst. HOS 8 years as principal
10	None
11	Three other schools (two international and one in the USA)
12	Classroom teacher. Guidance Counselor. Middle School Principal. Deputy Director. Director.
13	none
14	Teacher Principal Head of School
15	High School Principal, USA (3 years)
16	Worked as university counsellor and acting assistant principal in two previous schools.
17	International banking, real estate, large cosmetics company
18	None
19	Taught HS English at a large Asian Int'l School. Was Teacher, Deputy Headmaster, and Headmaster at a small Asian school.
20	Assistant Head (interim) Curriculum Coordinator Section Head (preschool)
21	Served as head of school at several other international schools; have since done several interim head of school assignments
22	None
23	I worked as a vice principal and teacher
24	Head of one other school (6 years) and mid-level administrator in 2 other schools (4 years)
25	24 years as a teacher or administrator at international schools before arriving at the identified school.
26	Superintendent of 3 international schools including this last one. High School principal
27	High school principal, assistant superintendent and superintendent
28	I worked at two other international school settings
29	Principal, head of school
30	teacher and principal positions in China and teaching experience in Japan

31	Two years in the Peace Corps, four years as a teacher in Cyprus, Four years as a teacher and two years as an administrator in Taipei.
32	Head of several international schools.
33	Principal at all three levels, head of school at two different schools prior.
34	25 years as an overseas administrator
35	Ten years with DoD finishing as a Principal, 6 years at Anatolia College as VP, 5 years Director ISKL, 9 yrs Supt at AS The Hague.
36	Worked as Head of School in 4 Latin American countries and the United States.
37	2 yeas as a MS/HS teacher
38	I taught in a International School for 2 years, I was the Director of an Internationa School for 12 years.
39	Been overseas over 30 years with my family. Worked in five different countries in various parts of the world.
40	15 years as leader in two top international schools
41	2 years at JFK Berlin as a teacher 4 years as head of American School of Zagreb 7 years as head of Int. School of Prague 2 years as head of Cotopaxi, American International School in Quito 6 years at the American School of Rotterdam
42	administrator in 4 other international schools
43	Travel and study abroad
44	assistant principal and principal
45	Had been international for 15 years prior to going there, 10 as a teacher and 5 in administration
46	18 YEARS AS ADMINISTRATOR IN INTERNATIONAL SCHOOLS PLUS 2 YEARS PEACE CORPS TEACHING EXPERIENCE

Q 37 What prior international experience did you have prior to you working at the identified international school as an administrator? Please explain.

Key- (S) School, (WN) Work Non-Ed, (WE) Work Ed, (T) Travel, (O) Other, (N) Non-Categorical

Response #	Thematic Information	Category
1	Student, Working	S, WN
2	Teacher, Headmaster	WE
3	Teacher, Administrator	WE
4	Teacher, Counselor, Administrator	WE
5	Administrator	WE
6	Teacher	WE
7	Educator	WE
8	Administrator	WE
9	Administrator	WE
10	None	N
11	Educator	WE
12	Teacher, Counselor, Administrator	WE
13	None	N
14	Teacher, Administrator	WE
15	Administrator	WE
16	Counselor, Administrator	WE

17	Non education positions	WN
18	None	N
19	Teacher, Headmaster	WE
20	Administrator	WE
21	Administrator	WE
22	None	N
23	Teacher, Administrator	WE
24	Administrator	WE
25	Teacher, Administrator	WE
26	Administrator	WE
27	Administrator	WE
28	Educator	WE
29	Administrator	WE
30	Teacher, Administrator	WE
31	Non Education Positions, Teacher, Administrator	WN, WE
32	Administrator	WE
33	Administrator	WE
34	Administrator	WE
35	Administrator	WE
36	Administrator	WE
37	Teacher	WE
38	Teacher, Administrator	WE
39	Worked overseas	Other
40	Teacher, Administrator	WE
41	Administrator	WE
42	Administrator	WE
43	Travel and Study	T & S
44	Administrator	WE
45	Teacher, Administrator	WE
46	Teacher, Administrator	WE

**Q38 In what year did you leave the international school which you covered in this survey?**

#	Responses
1	2008
2	2012
3	2010
4	2012
5	2000
6	2007
7	2007
8	2008
9	2010
10	2000
11	2009
12	2013
13	2012
14	2012
15	2009-10
16	2013
17	2007
18	2010
19	2012.
20	2011
21	2008
22	2009
23	2013
24	1998
25	2010
26	2013
27	2012
28	2010
29	1997
30	2009
31	2005
32	2006
33	2008

34	2007
35	1996
36	2013
37	2007
38	2007
39	2012
40	2001
41	2002
42	1098
43	2012
44	2008
45	2012
46	2009

**Q45 Administrative certificates/credentials held while working at the reported international school. Please include the issuing country/organization?**

#	Responses
1	US - Administrator/Superintendent credential
2	Superintendent's Cert.
3	PTC
4	Canadian principals certification
5	P to 12 Principal's Credential from the State of Washington.
6	New York State Superintendent License-
7	Superintendent certification Masters in educational administration
8	USA - superintendent's certificate
9	North Carolina and Virginia - Supt.
10	USA Superintendent, Principal and Teacher
11	MN Principal Licensure
12	Doctorate of Education - Educational Policy and Administration; University of Minnesota.
13	USA K12 administration USA Superintendent
14	Superintendent
15	MN K-12 Principal, MN Superintendent
16	Counseling certification from UCLA & province of Ontario
17	Experienced Educator Certificate (Superintendent/Principal) - State of New Hampshire Board of Education/USA
18	None
19	Superintendent's cert. State of Washington, USA
20	Master's in Education, Educational Leadership USA
21	Washington State Superintendent Certification
22	Principal Certification (USA)
23	US Administrative Credential - School Principal
24	Superintendent (2 states) Mid-management (1 state) Secondary Teacher, Language Arts (2 states)
25	Educational Leadership - U.S.
26	Superintendent, Secondary Principal, special Ed. Director, special ed. Teacher and elementary teacher
27	principal and superintendent
28	Superintendent Certification
29	admin from a state
30	Principal certification, WA state, K-12
31	District wide (superintendent) certification from New York state.
32	Superintendent - USA

33	Counseling, Principal, superintendent license from the State of Washington
34	District Administrator, Principals Certificates in U.S.
35	None. My doctorate opened the doors.
36	CT, AL
37	MA + Education Administration - USA Curriculum Specialist - USA Superintendent, principal, teacher certification - USA
38	I have and had a NY State Superintendent certificate.
39	Superintendent K-12 Principal District Reading Specialist
40	BA (UK) PGCE (UK) MEd (USA)
41	ABD Boston University
42	Superintendent certification State of New York
43	Principal K-12 Superintendent Minnesota Department of Education
44	principals and superintendent's certification, ontario/canada; ministry of education
45	Superintendent K-12 Principal
46	VERMONT STATE SUPERINTENDENT AND PRINCIPAL LICENSE



## Q47 Your country of citizenship:

#	Responses
1	US
2	USA
3	USA
4	Canadian
5	America
6	USA
7	U.S.
8	USA
9	USA
10	USA
11	USA
12	USA and Colombian
13	USA
14	USA
15	USA
16	Canada
17	German
18	USA
19	USA
20	Canadian
21	USA
22	USA
23	USA
24	USA
25	U.S.
26	USA
27	USA
28	Canada
29	usa
30	USA
31	USA
32	USA
33	U.S.A.
34	U.S.
35	USA

Q48 Country in which the reported international school is located:

#	Responses
1	US
2	Senegal
3	Indonesia
4	Saudi Arabia
5	Philippines
6	Paraguay
7	Brazil
8	Korea
9	Saudi Arabia It was q start up - one year contract
10	Japan
11	Spain
12	Colombia
13	Egypt
14	Qatar
15	Venezuela
16	Brazil
17	US
18	Mexico City, Mexico
19	Senegal
20	Cuba
21	South Korea
22	Nicaragua
23	xxx
24	Paraguay
25	Venezuela
26	Austria
27	Uganda
28	Brazil
29	afghanistan, Syria, Jordan, Malaysia
30	China
31	Poland
32	Thailand
33	Poland
34	Dutch Antilles

## Appendix G

### Teacher open ended survey responses

Q74 Please feel free to add explanatory comments for any of the items in the above questioning.

#	Responses
1	it is hard to say, but after having an amazing year, complete with glowing report from 3 administrators, promoted to an advisory position as head of Elementary Science, then fired without notice
2	If I leave school it was because of administrative reason: my visa couldn't be renewed more than 3 years. It was in USA and I am French I was sent there by a program for international faculty.
3	Most of the statements above didn't apply to my situation. I was teaching at a new international school that had a lot of problems.
4	I gave up a high paying wonderful job but was feeling homesick and my mother was not well.
5	Unprofessional and inappropriate actions of the new CEO (6 years ago) at the school were influential in my decision to leave.
6	I lived and worked in London, one of the most expensive cities in the world. International schools in Western Europe are known for their sad remuneration packages. However, living and working in London was costing me money. I had little savings and struggled to pay living expenses on a monthly basis. My school was for profit and my final year the CEO decided not to give teachers a pay raise. The meeting at which this decision was announced stated that such action was "In the best interest" of the teachers.
7	I thoroughly enjoyed my work and my time at my previous school. There were some issues as expected at any school, but nothing that caused me to leave. My reason for leaving was purely personal.
8	It is to be noted that when agreeing or disagreeing to an answer, it could be because: - the condition was not met, - or the condition was met but I agreed or disagreed to its influence.
9	Until the last 6 weeks of my contract, this was a wonderful place to work--JWA/Jakarta. Then the board went ballistic, firing and threatening teachers. I had already decided to leave due to my reasons in #30, but then I was REALLY glad I had moved on.
10	Going to Turkey I knew I was going to sacrifice quality of teaching and teaching experience to Enjoy living in an amazing country. Three years of fun, but then needed to get back to a school based on best practice teaching.
11	Air pollution was the biggest factor in me leaving my last position.
12	I have been lucky to work at several very good international schools. Each time I have moved on it has been because I wanted a change and to have a new experience. In one case the climate was an influence. In the most recent case there was also an compulsory retirement age.
13	The school I left had employed me on a local hire contract and once we became parents it became untenable to be local hire teachers.
14	23. I loved my last school and my present school, but we move for my husband's position (outside of school) not mine, so I find a job at an international school once we arrive in our new location. That means I am always an expatriate "local hire".
15	The housing package was not very good, and after 2 years, the foreign hire teachers lost 50% of their stipend, followed by full loss after year 4 of teaching at the school.
16	Left school 18 months after a revolution destabilized the country.
17	Question 18 is unclear to me-"inability to lead" by whom? I answered as if it were an inability for myself to serve in a leadership role.
18	I was in Southeast Asia. The school, colleagues, students, facilities and package were phenomenal. Living there was so difficult, however, that after completing my initial contract, I looked for other opportunities.
19	Having worked in three different international settings, each setting provides its own unique advantages and disadvantages. Sometime senior management is the reason for leaving a particular job. Other times senior management is the reason for staying at a position. I've answered the above questions, related to my most current job.

20	Essentially, there was a change in leadership that conflicted with my philosophy.
21	The only influencing factor in my decision to leave was a visa restriction. The country in which I lived/worked had a five-year work visa maximum and I had reached the limit.
22	The school level leadership was continually changing (3 principals in 4 years)

Q 74 Please feel free to add explanatory comments for any of the items in the above questioning.

Response #	Thematic Information	Category
1	Fired	Other
2	Visa	Other
3	International School Problems	Other
4	Homesick, Family	PF, PF
5	Leadership	AL
6	Pay	CO
7	Personal	PF
8	Comments on Questions	Not Applicable
9	Leadership	AL
10	Low Academic Standards	AS
11	Retirement	PF
12	Pollution	HC
13	Local hire salary	CO
14	Husband move	PF
15	Benefits	Other
16	Revolution	HC
17	Opportunity to lead	PA
18	Difficult life outside of school	HC
19	Leadership Good/Bad	AL
20	Leadership	AL
21	Visa	Other
22	Leadership	AL

**Q75 What were the top three reasons that prompted you to leave the reported international school?**

#	Responses
1	I wanted to move to a new country and experience a new culture.
2	I was fired without notice
3	The only reason I left was for personal reasons (a relationship back home). I was slightly influenced by the safety situation but this was not a deciding factor.
4	Country Safety New Challenges Promotion
5	Time to move on after six years Wanted to live somewhere more developed Felt over worked and underpaid
6	- Administrative reason - way of life in my host country - personal reason
7	Lack of invitation to conversations that directly impacted my program and courses.
8	The school was owned by a businessman. The owner and his wife were doing some shady things that I disagreed with. They were monitoring the Asian female teachers and their private lives. They were not giving an Indian teacher a new contract just because she was Indian. They told her they wouldn't give her a contract because they didn't want the children being taught by an Indian. Some of the students had major behavioral problems and were allowed to get away with some of the things by the owners. As we saw these crazy things happen, 100% of the teachers left because of this inappropriate behavior by the owner.
9	1. Been there long enough 2. compensation better elsewhere 3. PD better elsewhere
10	Homesick with young children, it was simply time to move home for a few years. Wanted more space, more greenery in my life. Was living in Osaka in an apartment
11	The package
12	1. The Administration was arrogant. 2. Teachers had no voice and were encouraged to leave if they did not accept the Admin policies. 3. There was incredible negativity generated as a result and the workplace became toxic.
13	the school was run by the students and parents and the kids were out of control, administration was unsupported, the culture of the country was very demoralizing for women,
14	Personal circumstances Aging parent Need to be closer and be a caregiver
15	Lack of social opportunities, low pay/high student loans to pay off, not enough of a rigorous teaching challenge.
16	6 years in an international school is a long time - Itchy feet! Power-sharing - electricity was only on for 50% (or less) of the time - gets very wearing after a couple of years. Some of my son's peers were getting into drugs and alcohol in grade 7!
17	bought out by a company that just focused on profit pay was being changed to 100% local unstable currency support to students was being lessened (learning support teacher)
18	1. Low salary 2. Paying local taxes 3. No annual pay raise
19	Living closer to family, have a teaching position with smaller workload, Live in a cooler country with less population and fresher air
20	Personal Circumstances
21	Lack of trust and cronyism from the administration, Lack of technological innovation, Compensation
22	I wanted to have seasons! I was in Jakarta. It was simply time for me to try a new country.
23	Administration and leadership of the school Compensation Package Lack of Professional development opportunities.
24	Student behaviour, not a good place/school to start a family, package.
25	-No assistance settling in (couldn't get over that let down) -No assistance with banking -Minimal assistance with getting visa -No assistance setting up my "life" there

26	1. Compensation - the overall package and benefits of the school were not sufficient for the cost of living. 2. Communication between administration and teachers. There was a disconnect between admin and staff. 3. Lack of resources, facilities, and professional development at the school. Teaching Science but not having access to a lab or a lab assistant.
27	1. Dissatisfaction with admin at school and realizing that it was not the right fit for us. 2. My son needs learning support and this was not available at the school and realizing that he would not be getting the academic support he needed was another factor. 3. Pollution and quality of life was the final reason.
28	1) The desire to work in top tier international school. 2) The byzantine educational practices imposed on teaching practice forced on teachers by the Turkish ministry of education. 3) The devaluation of the US dollar against the Turkish Lira.
29	Air pollution, personal life, new adventure.
30	Time for a change. Climate. Compulsory retirement age
31	local hire contract parenting - wanted to be with my son parent became ill at home
32	My husband's job was transferred.
33	1. No possibility for a teacher to express their concerns to the administrators 2. Teachers not accountable regarding the curriculum 3. No advancement possible
34	Poor MS Principal Lack of opportunity for advancement Poor package
35	lack of support safety of country teaching assignments
36	Size of school - too small Low pay Teaching load - I had to teach pre-school thru 10th grade and didn't really like teaching pre-school
37	Try something new for higher savings potential Live in a different geographical area
38	- the salary package -personal reasons (long distance relationship) -unimpressive curriculum
39	1) Money 2) Retirement 3) Benefits
40	political instability faculty turnover desire for new experiences
41	My sole reasons for moving to a new school were: 1. As a new graduate and first year teacher, I was on a one year contract without renewal. 2. I wanted to grow professionally at a school that could offer me a full time homeroom position (the school I was at did not higher teachers with less than 3 years experience). 3. I wanted to be at a school where there was a position for both my partner and myself.
42	- low/unclear academic expectations (no written curriculum to guide instruction) - lack of resources - low behavioral expectations
43	1. Administration 2. The parent-run and centered board 3. Lack of focus on academics
44	Saving potential Housing Healthcare
45	Felt it was time to leave, fancied a different challenge
46	The low quality of education the school provided and general dissatisfaction with teaching as a career (which was strongly related to lack of career advancement and lack of professional growth).
47	1. The school was in Asia, which was too far from home. 2. The workload was intense. 3. As a westerner, the ability to date was challenging.
48	location cost of living lack of transportation
49	Need for a change Wanted to explore other professional opportunities Wanted to travel
50	Unhappy personally Felt it was unsafe- bombings Lack of infrastructure/ healthcare
51	Beginning internship, miss family, workload at school
52	Workload Difficult city to live in Personal reasons
53	Administrative approach, leadership decision making, climate of school



54	At present I'm looking at leaving my current job for another opportunity. I have yet to leave but the reasons for leaving would be A) lack of quality senior leadership. B) Lack of professionalism among staff members. C) Cronyism
55	A change of my work assignment, the ability to lead in the school and a lack of professional development.
56	Technology had improved but not the personnel to handle it and move to a 1:1 environment. Little to no tech integration help.
57	Lack of admin support Poor school communication Lack of work-life balance
58	1. wanted to experience another country 2. no retainment signing bonus 3. economic uncertainty in host country (Greece)
59	The CEO and her 'advisor' Insecurity about future changes made without consultation Just time for a change
60	Safety Retirement savings Need for a change
61	Style of the new leadership Personality of the new Director Disappointment
62	Mental Health problem I had a baby
63	1. Lack of visa 2. Inability to work legally in the country 3. Ministry of Interior restrictions
64	School level leadership, Lack of promotional options, poor communication by institutional leadership
65	bad leadership increased expectations and workload student behavior and accountability

Q 75 What were the top three reasons that prompted you to leave the reported international school?

Response #	Thematic Information	Category
1	Wanted new experience	PF
2	Fired	Other
3	Personal	PF
4	Safety, New Challenges, Promotion	HC, PF, PA
5	New opportunity, Overworked, Low pay	PF, WC, CO
6	Leadership, Host Country, Personal	AL, HC, PF
7	Poor communication	WC
8	Leadership, Student Behavior	AL, SD
9	Time, Salary, Professional Development	PF, CO, WC
10	Homesick, Children, Urban	PF, HC
11	Pay and Benefits	CO, Other
12	Leadership, Communication, Working Condition	AL, WC
13	Leadership, Student Discipline, No Support at school, Home Country	AL, SD, WC, HC,
14	Personal, Family	PF, PF
15	Personal, Pay, Low Academics	PF, CO, AS
16	Time, Energy Crisis, Family, Students and Drugs	PF, HC, SD
17	Leadership, Currency problems, Support to students	AL, HC, Other
18	Salary, Taxes, No raise	CO, HC, CO
19	Family, Workload, Location	PF, WC, HC
20	Personal	PF
21	Leadership, School Technology, Compensation	AL, WC, CO
22	School Location, Time	HC, PF
23	Leadership, Pay, Professional Development	AL, CO, WC
24	Student behavior, Family, Pay , Benefits	SD, PF, CO, Other
25	No assistance with new life, career	HC, PF
26	Pay, Benefits, Leadership, Resources	CO, Other, AL, WC
27	Leadership, Family, Pollution	AL, PF, HC
28	Professional Advancement, Host Country Education, Depreciation of currency	PA, HC, CO
29	Time, Climate, Retirement	PF, HC, PF
30	Pollution, Personal, New experience	HC, PF, PF
31	Local Hire, Family	CO, PF
32	Leadership, Standards, Advancement	AL, AS, PA
33	Family	PF
34	Leadership, Advancement, Pay, Benefits	AL, PA, CO, Other
35	Leadership, Safety, Assignments	AL, HC, WC
36	School Size, Pay, Assignments	WC, CO, WC
37	More savings, New Experience	CO, PF
38	Pay, Benefits, Personal, Academic Standards	CO, Other, PF, AS
39	Money, Retirement, Benefits	CO, PF, Other
40	Country's Politics, Turnover, New Experiences	HC, WC, PF
41	Contract, Professional Growth, Family	Other, WC, PF
42	Academic Standards, Resources, Student Behavior	AS, WC, SD
43	Leadership, Leadership, Academic Standards	AL, AL, AS

44	Saving Money, Housing, Healthcare	CO, HC, Other
45	Time	PF
46	Low Academic Standards, Professional Advancement, Professional Growth	AS, PA, WC
47	Homesick, Workload, Personal	PF, WC, PF
48	Location, Cost of Living, Transportation	HC, CO, Other
49	New Experiences, New Professional Experiences, Travel	PF, PA, PF
50	Personal, Safety, Healthcare	PF, HC, Other
51	Internship, Family, Workload	Other, PF, WC
52	Workload, Urban, Personal	WC, HC, PF
53	Leadership, School Climate	AL, WC
54	New Opportunity, Leadership, Staff,	PF, AL, WC
55	New Experience, Professional Advancement, Professional Development	PF, PA, WC
56	Technology	WC
57	Leadership, Communication, Balance	AL, WC, PF
58	New Experience, Bonus, Economic Uncertainty	PF, CO, HC
59	Leadership, Time	AL, PF
60	Safety, Retirement, New Experience	HC, PF, PF
61	Leadership	AL
62	Family	PF
63	Visa, Illegal status, Government	Other, HC, HC
64	Leadership, Professional Advancement, Communication	AL, PA, WC
65	Leadership, Workload, Student Behavior	AL, WC, SD

### Q76 What could the school have done to prevent you from leaving?

#	Responses
1	Higher pay
2	supported their teacher/administrator instead of caving to the money that prompted my firing
3	Not much. I did not want to leave but for personal reasons needed to.
4	nothing.
5	Not much.
6	- they should give me another job for the next year (but they took too much time so I accepted another job)
7	Invite participation in conversations, value my input, explain decisions, communicate vision (or empower department vision-making or leadership)
8	The owner and his wife could have been a lot more ethical.
9	1. increase salary and other benefits such as PD
10	Probably nothing more. They were supportive in every way possible.
11	Very little
12	In the first place the Admin could have expressed its desire to retain me, especially given my long years of service. However, it was their policy to bring in "their own" people, so this did not happen. They could also have at least indicated a willingness to create a healthier atmosphere.
13	higher salary, supportive administration, higher student expectations
14	Nothing. I would not have left had it not been for my personal circumstance
15	Higher pay, though this was quite difficult as the school was small and paid well in comparison to standard of living wages in the area.
16	The problems were out of the control of the school.
17	Kept pay in USD Saw the value of accepting and keeping LS students Housing being a priority for teachers
18	Given a housing stipend; increased salary; given regular cost of living increases; transportation stipend
19	Nothing, as the decision came down to a personal one...it was related to wanting to change my environment of my personal life, not related to anything work could do.
20	There was nothing they could or should have done. They were very supportive of me and my work.
21	Let the head of school be replaced in a formal and transparent process Establish a 1:1 program Compensate better
22	Continued with the good practices that were in place. Not firing our CEO and deputy CEO. Not firing teachers who did not deserve it, or at least not for the reasons they gave. Not threatening teachers with arrest. Not dumping the PYP/IB program. Not hiring 12 Chinese teachers who spoke no English.
23	Involvement in decision making for school Compensation package alignment with increasing costs.
24	Been stricter with student discipline, improve the package somewhat
25	Helped with banking, visas, setting up healthcare, transportation to/from work
26	Better package to include a housing allowance that could have actually paid for housing. More resources at school and opportunities for PD. Lab assistant to help with science lab set up and clean up. Better communication between staff and admin Assistance with filing for taxes Private health care from the moment of arrival.
27	Nothing - it was not a right fit.
28	They would have had to change the entire educational system imposed on the school by the Turkish Ministry of education. They would also need to improve the financial package.
29	I don't think the school could have prevented me leaving.

30	Change the retirement age.
31	transferred us to an overseas hire contract so that our son had medical benefits and our housing was paid for.
32	Nothing. My visa is attached to my husband's visa.
33	1. Give me a chance at least to some advancement 2. More transparency
34	Not much - I had enough!
35	listened more paid more better conditions
36	Nothing
37	Nothing
38	They could have offered more competitive salaries and benefit packages.
39	1) Money 2) Retirement 3) Benefits
40	increased opportunities for advancement
41	I would have stayed if they could higher teachers with fewer than 3 years experience.
42	- offered professional development or an opportunity to be involved in adopting/writing curriculum
43	1. Better communication of the lack of expectations of the students 2. Treated teachers as professionals 3. Prevented Board members from influencing grades
44	Better housing stipend Better private healthcare
45	Nothing
46	Provide opportunities for career advancement and high quality professional development.
47	They could have done more to lessen the workload for teachers.
48	offered better housing in a different area
49	Be more professional! Rife favoritism and bullying were not factors I respected there
50	Nothing- they could have offered me a million dollars a year and I would not have stayed. Nothing was worth me being that unhappy
51	I have to leave because of my internship, but perhaps more money.
52	Reduced workload. I have too many extracurricular activities, on top of my teaching load.
53	Been more transparent on decision making and open to school climate concerns.
54	Management, the board, provides a thorough evaluation of their administration and staff.
55	Let me teach the subjects I know how to teach! If I am there for a few years, develop me as a teacher! If you can see an area of growth in the school, encourage and mentor me into that role!
56	The school was open to helping us, but it was not really able to offer us what we wanted--more tech opportunities and IB teaching experience.
57	Nothing
58	retainment signing bonus (money and/or flight)
59	Got rid of the CEO's advisor or given assurances of more open communication in the future
60	Nothing
61	Hire a new Director!
62	Nothing
63	Not sure. It was out of their hands.
64	A student first attitude and recognition that teachers were the key.
65	nothing really

## Q 76 What could the school have done to prevent you from leaving?

Response #	Thematic Information	Category
1	Yes. Pay	CO
2	Yes. Leadership	AL
3	No	
4	No	
5	No	
6	Yes. Contract	Other
7	Yes. Communication	WC
8	Yes. Ethics	WC
9	Yes. Salary and Benefits	CO, Other
10	No	
11	No	
12	Yes. Administration, Healthy Work Environment	AL, WC
13	Yes. Salary, Leadership, Student Expectations	CO, AL, AS
14	No	
15	Yes. Pay	CO
16	No.	
17	Yes. Pay, Housing	CO, Other
18	Yes, Housing, Pay	Other, CO
19	No	
20	No	
21	Yes. Leadership, Pay	AL, CO
22	Yes. Leadership, Hostile Work Environment	AL, WC
23	Yes. Communication, Pay	WC, CO
24	Yes. Student Behavior, Salary and Benefits	SD, CO, Other
25	Yes. Transitioning	Other
26	Yes. Salary and Benefits, Pro Development, Communication, School Resources	CO, Other, WC
27	No	
28	Yes. Change government oversight, Pay	HC, CO
29	Yes. Retire	PF
30	No	
31	Yes. Contract, Child, Benefits	Other, PF
32	Yes. Advancement, Leadership	PA, AL
33	No	
34	No	
35	Yes. Communication, Pay, Leadership	WC, CO, AL
36	No	
37	No	
38	Yes. Salary and Benefit	CO, Other
39	Yes. Pay, Retire, Benefits	CO, PF, Other
40	Yes. Advancement	PA
41	Yes. Policy	Other
42	Yes. Professional Development, Curriculum	WC
43	Yes. Student expectations, Professionalism, Board Member Influence	AS, WC, Other

44	Yes. Benefits	Other
45	No	
46	Yes. Advancement and Professional Development	PA, WC
47	Yes. Workload	WC
48	Yes. Benefits	Other
49	Yes. Professionalism	WC
50	No	
51	Yes. Contract, Pay	Other, CO
52	Yes. Workload	WC
53	Yes. Transparent Decision Making, School Climate	AL, WC
54	Yes. Management	AL
55	Yes. Subjects Taught, Mentoring, Professional Development	WC, AL
56	Yes. Technology Development, Professional Experiences	WC
57	No	
58	Yes. Pay	CO
59	Yes. Leadership change, Communication	AL, WC
60	No	
61	Yes. Leadership change	AL
62	No	
63	No	
64	Yes. Philosophy Student/Teacher	AL
65	No	

**Q77 Please jot down further comments regarding your departure from this school?**

#	Responses
1	-the school did not follow the protocol that they set out for staff -it took 2 years to work up the nerve to teach again after the horrendous experience
2	I didn't much like the new Director
3	In order to be renewed with my visa, I should have stay 1 year in my home country and apply again (even if I didn't need to do it because my school was going to give me back my job) but they didn't.
4	When strong personalities are involved, it is important for leadership to be able to communicate a clear sense of value for each employee (teacher) and his/her contributions, or to provide caring and helpful assessment for redirection.
5	the school was for profit and all decisions made were to support parents and not the educational needs of the students, teachers were seen as only workers not professionals
6	It was handled well. We had a "leaving" session for teachers; much support for "going home"
7	Sad to leave. Was a great school!
8	for profit school was just a money grab with little thought on student actual learning, it was all about marketing and not learning
9	Working in a for-profit school feels like education is less important than the bottom line of the company.
10	It was very difficult decision because professionally the school was very good, paid well, had good kids, and was very satisfying. I have recently been married and had a child, and this greatly changed what type of personal environment I would like to live in...although if my child was much older (middle or high school), the current teaching position would be ideal for my family.
11	I miss the entire staff at JWA, we were a great team. All of the people who worked at JWA--guards, cleaners, TAs, business office, admin and teachers--were kid centered and caring.
12	There was tons of drama with admin and local teachers ... the most toxic environment I ever lived in!
13	A further consideration at our last school was that myt and I were trying to start a family. Prior to that we were willing to work in schools where we would not really want our children to go to enjoy exploring different countries. Our present school ,marks a shift away from what I consider second and third tier schools because we want best practice schools for our kids, and because we enjoy the teaching more in best practice schools.
14	There was a new administrator who was singularly unhelpful in assisting us deal with the demands of parenting in a foreign country on a local hire contract and made it impossible for us to continue working for her.
15	See above
16	I loved teaching at my previous international school due to students, parents, and resources. Most importantly giving me the freedom to teach as I thought best. I left due to personal reasons but I would not consider staying for long-term due to healthcare, and saving potential. The overall package was inadequate. After having g taught in several international schools, I can confirm that most experienced teachers will judge a school on their package. Is the flight bought beforehand; housing, professional development opportunities etc.
17	My main reason for leaving was that I did not want to be so far from the States.
18	I saved and was able to leave my position, travel then find a new job in a new area.
19	It was very difficult to leave because we were there 6 years.
20	The school was not the major reason I chose to leave. I simply wanted to see the world and experience another country.
21	I loved the school and the country, but the changes that can take place when ONE person at the top changes are emmense. She has single handedly ruined the school.



22	My experience at the school was great, but visa issues were always unpredictable, unstable and problematic. There were often large periods of time where the school was unable to secure a visa and this made it very difficult to travel freely during my time of employment.
23	Loved the school and students and country.
24	It was the easiest decision of my life

Q 77 Please jot down further comments regarding your departure from this school.

Response #	Thematic Information	Category
1	Lack of school plan	WC
2	Leadership	AL
3	Visa	Other
4	Leadership	AL
5	Leadership decisions, respect	AL, WC
6	Positive School Departure	Not Categorical
7	Positive School Departure	Not Categorical
8	Profit not education	WC
9	Profit not education	WC
10	Family	PF
11	Positive School Departure	Not Categorical
12	Toxic School Culture	WC
13	Family	PF
14	Leadership	AL
15	No Response	Not Categorical
16	Personal, Saving, Health care	PF, CO, Other
17	Homesick	PF
18	New Experience	PF
19	Positive School Departure	Not Categorical
20	New Experience	PF
21	Leadership	AL
22	Visa	Other
23	Positive School Departure	Not Categorical
24	Easy Decision	Not Categorical

Q81 What prior international experience did you have prior to you working at an international school as a teacher?  
Please briefly explain.

#	Responses
1	none
2	Hong Kong - summer camps with 3 different schools with 4 different groups 2008 Mexico City - grade 5 - 2011
3	I was a Peace Corps volunteer for almost 3 years in Nicaragua.
4	one prior international school
5	3 previous international school positions in Middle East, Europe and Latin America.
6	No international experience before my first international school in 2008.
7	One summer as an au pair (nanny) in France, while in high school. Otherwise, no significant employment - only tourism.
8	I was a child of international school teachers, so I attended international schools all of my K-12 education. I lived in the Democratic Republic of Congo, Egypt, Malaysia and Thailand.
9	none
10	Living and working overseas in hotels and ski resorts in Canada England New Zealand Japan. Extensively traveled as a backpacker.
11	Spanish teacher in elementary and middle school
12	Year abroad in college, with extensive travel in Europe. Teaching experience abroad with American university programs in Japan and Malaysia.
13	I had traveled a fair amount and lived in another country for several months.
14	Working at other international schools
15	None.
16	I was a Third culture kid going wherever there were airports needing to be built (my fathers job) so I was raised mostly in East Africa and the Middle East.
17	special education teacher in USA for 11 years
18	Study abroad during university and getting my MA at an international university
19	I taught two years in private schools in Chicago, USA.
20	I performed volunteer work for 2 summers abroad and traveled during my college years.
21	Extensive travels and work in other countries
22	traveled intensively
23	None
24	4 years overseas, one at an american international school
25	travel to Mexico and Jamaica for holiday :-P
26	I have worked at International Schools for 5 years prior to working at this school. I worked for four years in my home country at the International School and then for a year at a school in Eastern Europe (was released from contract at this school after a year)
27	Worked internationally for past twenty years with various Canadian NGO's and international schools in Asia.

28	I lived abroad in London England from ages 7-12. I traveled a lot outside of the US growing up. I took part in a Semester at Sea as undergrad (literally traveling around the world and studying 10 different countries). I studied for my first Masters degree in Ireland. I bummed around in Guatemala and Chile to improve my Spanish, read and write more, and to look for jobs in Education.
29	Just international travel and I had teachers in my home country who had worked overseas.
30	Four years of backpacking around the world but no international work experience
31	A lot - had worked in Europe, Canada, USA and Ecuador as a teacher and waitress
32	I have lived in many foreign countries. My husband is in the foreign service. In addition, I started my work career teaching English at universities in China in the 80's.
33	Setting up businesses
34	None - it was my first job outside of my home country
35	teacher in secondary school lecturer in further ed college
36	6 years teaching and quasi-administrating at a different international school in a nearby country.
37	Two other schools
38	I had one year teaching experience in Canada, followed by two years in another international school before I started the position in the school which I am describing in this survey.
39	I have only taught internationally
40	travel
41	- traveling throughout Europe - volunteer work in Tanzania, Africa
42	I studied abroad for a semester (study abroad country and international teaching country-same language).
43	1. Study abroad program which lasted about 8 months while in graduate school. 2. Running/managing a tourist resort
44	I have only had experience as a teacher in an international schools in Latin America.
45	Travel
46	I had lived in Mexico for a year in college and traveled extensively throughout the world.
47	Prior to being in Asia, I was at an international school in Eastern Europe.
48	a few trips outside of the country
49	Teaching experience in my home country and various EFL positions in other countries too.
50	one school in Europe
51	I have traveled to a few countries in Asia, Europe, and North America, and have enjoyed getting to know new cultures and languages.
52	None. Moving to teach was the first time I'd traveled abroad.
53	Travel
54	Similar to most Americans, I was in search of my heritage after university. A two month back packing trip through Europe yielded marginal results.
55	None for work- I studied in a university in a different country to my home country.
56	Personal travel
57	Volunteer for health education foundation Travel
58	none
59	Lots of travel. The countries have never been a problem - the schools and particularly poor administrators (esp. in privately owned schools) have.
60	None

61	two prior international teaching jobs
62	Nothing
63	None.
64	Travelling in Mexico, Canada and Carribean Islands.
65	I worked at ASF Mexico City 5 years prior to that

Q.81 What prior international experience did you have prior to you working at the identified international school as an teacher? Please explain.

Key- (S) School, (WN) Work Non-Ed, (WE) Work Ed, (T) Travel, (O) Other, (N) Non-Categorical

Response #	Thematic Information	Category
1	None	N
2	Camp counselor	WN
3	Peace Corps	WN
4	Teacher	WE
5	Teacher	WE
6	None	N
7	Nanny, Travel	WN, T
8	School	S
9	None	N
10	Work, Travel	WN, T
11	Educator	WE
12	Teacher, Travel	WE, T
13	Travel	T
14	Teacher	WE
15	None	N
16	Other	O
17	Teacher	WE
18	Student	S
19	Teacher	WE
20	Other, Travel	O, T
21	Work, Travel	WN, T
22	Travel	T
23	None	N
24	Teacher	WE
25	Travel	T
26	Teacher	WE
27	Work, Teacher	WN, WE
28	Educator, Travel, Work	WE, T, WN
29	Travel	T
30	Travel	T
31	Teacher, Work	WN, WE
32	Travel, Teacher	T, WE
33	Work,	WN

34	None	N
35	Teacher	T
36	Teacher	WE
37	Teacher	WE
38	Teacher	WE
39	Teacher	WE
40	Travel	T
41	Travel	T
42	Student	S
43	Work and Study	WN & S
44	Teacher	WE
45	Travel	T
46	Travel	T
47	Teacher	WE
48	Travel	T
49	Teacher	WE
50	Teacher	WE
51	Travel	T
52	None	N
53	Travel	T
54	Travel	T
55	Study	S
56	Travel	T
57	Travel, Other	T, O
58	None	N
59	Travel	T
60	None	N
61	Teacher	T
62	None	N
63	None	N
64	Travel	T
65	Teacher	WE

Q82 In what year did you leave the international school  
which you covered in this survey?

#	Responses
1	2011-2012
2	2011
3	2011
4	1997
5	2008
6	2011
7	2005
8	1998
9	2009
10	2000
11	2003
12	2011
13	2007
14	2008
15	2011
16	2008
17	2012
18	2010
19	2014
20	2011
21	2011
22	2013
23	2013
24	2007
25	2009
26	2012
27	2010
28	2008
29	2009
30	2014
31	2002
32	2010
33	2012

34	2006
35	2002
36	2007
37	2006
38	1999
39	2013
40	2012
41	2013
42	2007
43	2012
44	2012
45	2007
46	2008
47	2011
48	2012
49	2012
50	2010
51	2014
52	2014
53	2010
54	I'm currently working at my school but I am attending a job fair in January.
55	2011
56	2011
57	2012
58	2012
59	2013
60	2011
61	2007
62	2010
63	2012
64	2006
65	2010



**Q89 Teaching certificates/credentials held while working at the reported international school? Please provide the issuing country/organization.**

#	Responses
1	Washington State Teaching Certificate
2	Bachelor of Education with 31 years of experience
3	License in School Psychology (New York)
4	Secondary Teaching Certificate, Louisiana, USA International Administration, Pennsylvania, USA
5	PGCE (UK)
6	- Master's degree in teaching Spanish issued in a french university in 1997 - Master's degree in teaching French as a foreign language issued in France in 2006
7	K-12 Music, USA (NJ)
8	Secondary social studies teacher license from Macalester College in Minnesota, USA
9	Teacher certificate Masters
10	Bachelor of Education 4 year degree from Australia. Deakin University
11	None
12	K-12 Art, 6-12 English, State of Michigan
13	teaching degree from York University/ Toronto Canada
14	School Counselor - Texas Educ Agency Secondary English - Texas Educ Agency
15	None.
16	PGCE - UK Nottingham University
17	USA k-12 LD and ED 1-6 Elementary
18	Teaching certificate from the US in K-6 education, French, and Middle School English MYP level 3 training
19	State of Illinois, USA, Initial teaching certificate.
20	U.S. state teaching license
21	Computer teacher
22	I hold a Teaching Certificate from Washington (the state).
23	PGCE, UK/ University of East Anglia
24	Ontario College of Teachers, Canada
25	USA- PreK-age 21 Special Education
26	Bachelor's of Science in Elementary Education and Psychology - Florida Elementary K-6 Certification - ESOL endorsement - Florida Certification General Science 6-9 Certification - Florida
27	B. Ed, Teaching Certificate from Ontario, Canada Intermediate-Secondary French, ESL, Politics qualifications MA (Curriculum and Teaching) from Michigan State University
28	Teaching Licence Colorado Department of Education USA. Master in Curriculum and Pedagogy University of Colorado Denver. Masters in Anglo-Irish Literature University Dublin Trinity College. IB Examiner International Baccalaureate Cardiff Wales UK
29	B.Ed University of Regina (Canada) Saskatchewan Teaching Certification (Canada) IB Diploma Workshops IB Examiner

30	Australia teaching certificate
31	Australian graduate diploma Education plus bachelor's degree
32	US VA state teaching certificate
33	Doctorate in Educational Management
34	BTchLn - New Zealand
35	uk certificate in education
36	Bachelor of Education, University of Victoria, Canada
37	Alberta Teaching Certificate, Canada
38	Elementary Teaching Certifate - Ontario, Canada
39	Masters- United States Bachelor of Education- Canada Bacheloer of Arts Honors- Canada
40	Louisiana Level 2 Teacher Certificate
41	Bachelor of Arts Bachelor of Education
42	BA Elementary Education, College of Saint Benedict, USA Elementary Teaching License, MN Dept. of Ed, USA
43	K-12 Social Studies Teaching Certification issued by the state of New Jersey, United States.
44	New York State
45	Teaching degree-Mexico PGCE-UK
46	New York State permanent teaching certificate.
47	Teaching certification from the United States
48	CA Multiple Subject and ELL
49	PGCE (UK)
50	US State certification
51	California teaching credential
52	Single subject secondary English credential
53	Tchng Cred California
54	K-8 Multi Subject teaching certificate - state of Washington, USA; K-12 Library Media endorsement - Central Washington University, USA; Master of Arts in Teaching (MAT) University of Puget Sound, USA
55	Teaching Certificate, Zimbabwe
56	M.Ed in Secondary Education literature (+ 35 hours) BA Child Development and Learning w/ K-8 licensure
57	US California State Social Studies K-12
58	M.A. School Counseling (Illinois, USA) M.A. School Administration (Illinois, USA)
59	UK PGCE
60	BA-Elementary Education
61	multiple subject credential - California
62	Bachelor of Science in Psychology Master in Clinical Psychology and Psychotherapy Diploma in Brief Psychotherapy
63	California Professional Multiple Subject Teaching Credential with CLAD certification from the USA
64	Social Studies and Counseling Certs from the state of Washington.
65	IB teaching degree

Q92 Country in which the reported international school is located:

#	Responses
1	Kuait
2	Mexico
3	Mexico
4	Venezuela
5	Tanzania
6	USA, Washington DC
7	China
8	Thailand
9	Egypt
10	Japan
11	Belgium
12	Taiwan
13	Egypt
14	Argentina
15	Mexico
16	Tanzania
17	Vietnam
18	UK
19	Philippines
20	People's Republic of China
21	Netherland Antilles
22	Indonesia
23	Thailand
24	Egypt
25	Italy
26	Dutch Caribbean
27	China
28	Turkey
29	China
30	Philippines
31	Vietnam
32	Hong Kong
33	Philippines
34	Germany

35	thailand
36	Laos
37	Germany
38	Mexico
39	Mexico
40	Egypt
41	Thailand
42	Mexico
43	Panama
44	Mexico
45	Egypt
46	Mexico
47	India
48	Brasil
49	Mexico
50	Indonesia
51	Brazil
52	Brazil
53	Mexico
54	United Arab Emirates
55	Thailand
56	Jordan
57	Peru
58	Greece
59	Mexico
60	Honduras
61	Cameroon
62	Mexico
63	Israel
64	MEXICO
65	Honduras

## Appendix H

### Survey Data

## Analysis

### **Contents**

Analysis 1 – Typical length of employment at individual institutions by teachers.

Gender

Age

Children – measured continuously

Children – measured categorically

Analysis 2– Typical length of employment at individual institutions by administrators

Gender

Age

Children – measured continuously

Children – measured categorically

Analysis 3 – factors associated with turnover in administrators

Descriptive statistics associated with duration

Senior management

Working conditions

Compensation

Student discipline

Academic standards of school

Host country living conditions

Host country safety

Personal factors: Expectations of school not met

Personal factors: Expectations of role as administrator not met

Personal factors: Personal circumstances influenced decision

Personal factors: Work responsibilities encroached personal life

Professional advancement: Limited leadership opportunities at school

Professional advancement: Opportunities at other schools

Language acquisition of host country

Analysis 4 – factors associated with turnover in teachers

Descriptive statistics associated with duration

Administrative leadership

Working conditions

Compensation

Student discipline

Academic standards of school

Host country living conditions

Host country safety

Personal factors: Expectations of school not met

Personal factors: Expectations of role as teacher not met

Personal factors: Personal circumstances influenced decision

Personal factors: Work responsibilities encroached on personal life

Professional advancement: Limited leadership opportunities at school

Professional advancement: Opportunities at other schools

Language acquisition of host country

Years worked as teacher regressed on number of children and age at time of employment

Analysis 1 – Typical length of employment at individual institutions by teachers.

Gender

Group Statistics					
	gender_ admin	N	Mean	Std. Deviation	Std. Error Mean
Years as Teacher	Female	43	3.1628	1.44635	.22057
	Male	22	3.4091	1.09801	.23410



## Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Years as Teacher	Equal variances assumed	2.221	.141	-.701	63	.486	-.24630	.35134	-.94839	.45579
	Equal variances not assumed			-.766	53.682	.447	-.24630	.32164	-.89123	.39863

## Age

**Descriptive Statistics**

Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

Your age at the time of your departure from the recognized international school:	Mean	Std. Deviation	N
a. 29 or lower	1.6000	.69921	10
b. 30-39	3.4737	1.15634	38
c. 40-49	4.0000	.95346	12
d. 50-59	1.6667	.57735	3
e. 60 or higher	5.0000	.00000	2
Total	3.2462	1.33499	65

**Tests of Between-Subjects Effects**

Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	49.521 <sup>a</sup>	4	12.380	11.509	.000
Intercept	237.548	1	237.548	220.837	.000
age_techer	49.521	4	12.380	11.509	.000
Error	64.540	60	1.076		
Total	799.000	65			
Corrected Total	114.062	64			

a. R Squared = .434 (Adjusted R Squared = .396)

### Pairwise Comparisons

Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

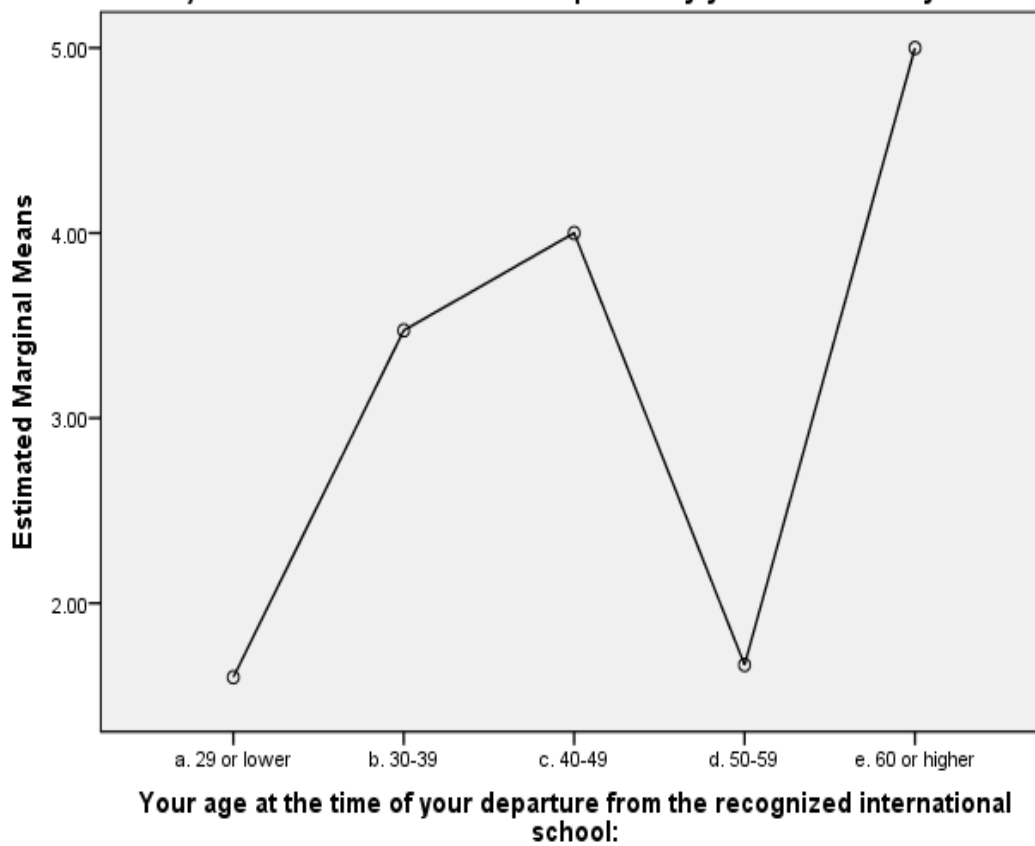
(I) Your age at the time of your departure from the recognized international school:	(J) Your age at the time of your departure from the recognized international school:	Mean Difference (I-J)	Std. Error	Sig. <sup>b</sup>	95% Confidence Interval for Difference <sup>b</sup>	
					Lower Bound	Upper Bound
a. 29 or lower	b. 30-39	-1.874*	.369	.000	-2.611	-1.136
	c. 40-49	-2.400*	.444	.000	-3.288	-1.512
	d. 50-59	-.067	.683	.923	-1.432	1.299
	e. 60 or higher	-3.400*	.803	.000	-5.007	-1.793
b. 30-39	a. 29 or lower	1.874*	.369	.000	1.136	2.611
	c. 40-49	-.526	.343	.131	-1.213	.161
	d. 50-59	1.807*	.622	.005	.563	3.051
	e. 60 or higher	-1.526*	.752	.047	-3.031	-.021
c. 40-49	a. 29 or lower	2.400*	.444	.000	1.512	3.288
	b. 30-39	.526	.343	.131	-.161	1.213
	d. 50-59	2.333*	.669	.001	.994	3.672
	e. 60 or higher	-1.000	.792	.212	-2.585	.585
d. 50-59	a. 29 or lower	.067	.683	.923	-1.299	1.432
	b. 30-39	-1.807*	.622	.005	-3.051	-.563
	c. 40-49	-2.333*	.669	.001	-3.672	-.994
	e. 60 or higher	-3.333*	.947	.001	-5.227	-1.439
e. 60 or higher	a. 29 or lower	3.400*	.803	.000	1.793	5.007
	b. 30-39	1.526*	.752	.047	.021	3.031
	c. 40-49	1.000	.792	.212	-.585	2.585
	d. 50-59	3.333*	.947	.001	1.439	5.227

Based on estimated marginal means

\*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

**Estimated Marginal Means of How many years of service did you complete (as a teacher) at the international school reported by you in this survey?**



Children – measured continuously

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.388 <sup>a</sup>	.151	.137	1.24010

a. Predictors: (Constant), Number of children living with you at the time of your departure from the recognized international school?

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.177	1	17.177	11.170	.001 <sup>b</sup>
	Residual	96.884	63	1.538		
	Total	114.062	64			

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

b. Predictors: (Constant), Number of children living with you at the time of your departure from the recognized international school?

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1					
(Constant)	2.382	.301		7.921	.000
Number of children living with you at the time of your departure from the recognized international school?	.585	.175	.388	3.342	.001

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

### Children – measured categorically

#### Descriptive Statistics

Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

Number of children living with you at the time of your departure from the recognized international school?	Mean	Std. Deviation	N
a. 0	2.9792	1.32873	48
b. 1	3.3333	.81650	6
c. 2	4.2500	1.16496	8
d. 3	4.6667	.57735	3
Total	3.2462	1.33499	65

### Tests of Between-Subjects Effects

Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	17.582 <sup>a</sup>	3	5.861	3.706	.016
Intercept	359.114	1	359.114	227.053	.000
children_teacher	17.582	3	5.861	3.706	.016
Error	96.479	61	1.582		
Total	799.000	65			
Corrected Total	114.062	64			

a. R Squared = .154 (Adjusted R Squared = .113)



### Pairwise Comparisons

Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

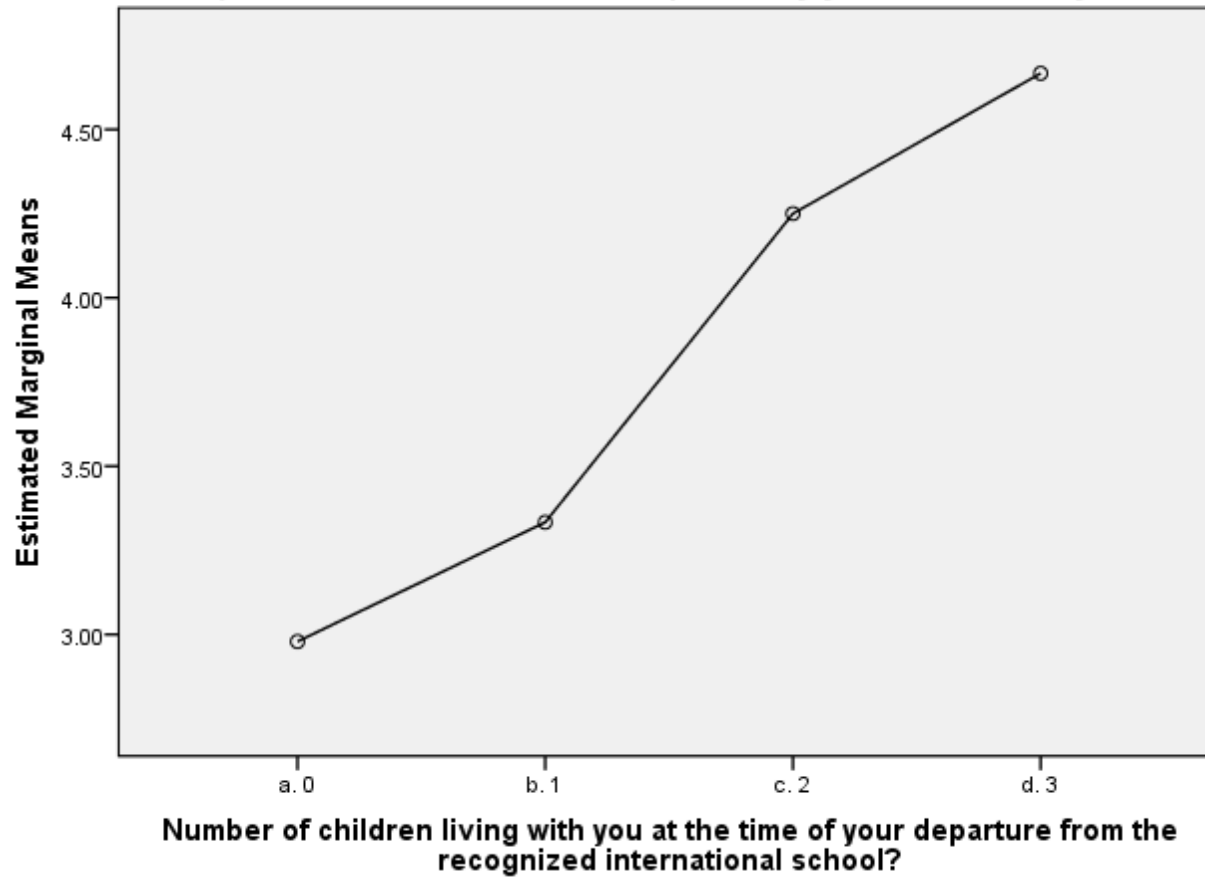
(I) Number of children living with you at the time of your departure from the recognized international school?	(J) Number of children living with you at the time of your departure from the recognized international school?	Mean Difference (I-J)	Std. Error	Sig. <sup>b</sup>	95% Confidence Interval for Difference <sup>b</sup>	
					Lower Bound	Upper Bound
a. 0	b. 1	-.354	.545	.518	-1.443	.735
	c. 2	-1.271*	.480	.010	-2.231	-.310
	d. 3	-1.688*	.748	.028	-3.184	-.191
b. 1	a. 0	.354	.545	.518	-.735	1.443
	c. 2	-.917	.679	.182	-2.275	.441
	d. 3	-1.333	.889	.139	-3.112	.445
c. 2	a. 0	1.271*	.480	.010	.310	2.231
	b. 1	.917	.679	.182	-.441	2.275
	d. 3	-.417	.851	.626	-2.119	1.286
d. 3	a. 0	1.688*	.748	.028	.191	3.184
	b. 1	1.333	.889	.139	-.445	3.112
	c. 2	.417	.851	.626	-1.286	2.119

Based on estimated marginal means

\*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

**Estimated Marginal Means of How many years of service did you complete (as a teacher) at the international school reported by you in this survey?**



# Analysis 2– Typical length of employment at individual institutions by administrators

Gender

**Group Statistics**

	Your gender?	N	Mean	Std. Deviation	Std. Error Mean
How many years of service did you complete (as an administrator) at the international school reported by you in this survey?	a. male	36	4.2778	1.20975	.20162
	b. female	10	4.1000	1.10050	.34801

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
How many years of service did you complete (as an administrator) at the international school reported by you in this survey?	Equal variances assumed	.008	.931	.419	44	.678	.17778	.42474	-.67823	1.03379
	Equal variances not assumed			.442	15.604	.665	.17778	.40220	-.67661	1.03216

## Age

**Descriptive Statistics**

Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

Your age at the time of your departure from the recognized international school:	Mean	Std. Deviation	N
b. 30-39	4.2500	.95743	4
c. 40-49	4.1500	1.18210	20
d. 50-59	4.8750	.35355	8
e. 60 or higher	4.0000	1.46760	14
Total	4.2391	1.17728	46

### Tests of Between-Subjects Effects

Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4.195 <sup>a</sup>	3	1.398	1.009	.398
Intercept	601.145	1	601.145	434.003	.000
age_admin	4.195	3	1.398	1.009	.398
Error	58.175	42	1.385		
Total	889.000	46			
Corrected Total	62.370	45			

a. R Squared = .067 (Adjusted R Squared = .001)

### Pairwise Comparisons

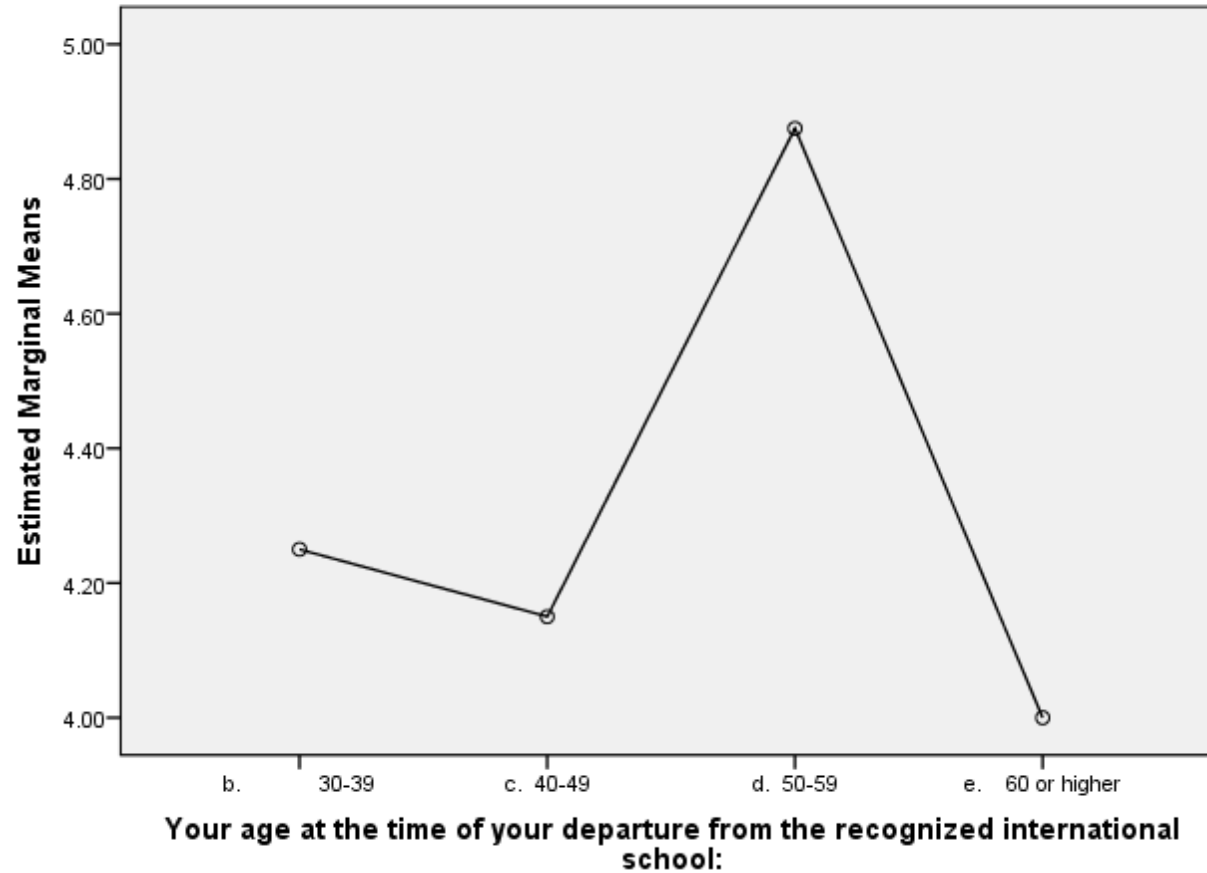
Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

(I) Your age at the time of your departure from the recognized international school:	(J) Your age at the time of your departure from the recognized international school:	Mean Difference (I-J)	Std. Error	Sig. <sup>a</sup>	95% Confidence Interval for Difference <sup>a</sup>	
					Lower Bound	Upper Bound
b. 30-39	c. 40-49	.100	.645	.877	-1.201	1.401
	d. 50-59	-.625	.721	.391	-2.079	.829
	e. 60 or higher	.250	.667	.710	-1.097	1.597
c. 40-49	b. 30-39	-.100	.645	.877	-1.401	1.201
	d. 50-59	-.725	.492	.148	-1.719	.269
	e. 60 or higher	.150	.410	.716	-.678	.978
d. 50-59	b. 30-39	.625	.721	.391	-.829	2.079
	c. 40-49	.725	.492	.148	-.269	1.719
	e. 60 or higher	.875	.522	.101	-.178	1.928
e. 60 or higher	b. 30-39	-.250	.667	.710	-1.597	1.097
	c. 40-49	-.150	.410	.716	-.978	.678
	d. 50-59	-.875	.522	.101	-1.928	.178

Based on estimated marginal means

a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

**Estimated Marginal Means of How many years of service did you complete (as an administrator) at the international school reported by you in this survey?**





### Children – measured continuously

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.014 <sup>a</sup>	.000	-.023	1.19046

a. Predictors: (Constant), Number of children living with you at the time of your departure from the recognized international school?

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.013	1	.013	.009	.925 <sup>b</sup>
	Residual	62.357	44	1.417		
	Total	62.370	45			

a. Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

b. Predictors: (Constant), Number of children living with you at the time of your departure from the recognized international school?

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.267	.342		12.477	.000
1 Number of children living with you at the time of your departure from the recognized international school?	-.013	.141	-.014	-.095	.925

a. Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

### Children – measured categorically

#### Descriptive Statistics

Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

Number of children living with you at the time of your departure from the recognized international school?	Mean	Std. Deviation	N
a. 0	4.3333	1.12932	24
b. 1	4.0000	1.00000	3
c. 2	3.9091	1.57826	11
d. 3	4.4286	.78680	7
e. 4 or more	5.0000	.	1
Total	4.2391	1.17728	46

#### Tests of Between-Subjects Effects

Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2.413 <sup>a</sup>	4	.603	.412	.799
Intercept	291.921	1	291.921	199.623	.000
children_admin	2.413	4	.603	.412	.799
Error	59.957	41	1.462		
Total	889.000	46			
Corrected Total	62.370	45			

a. R Squared = .039 (Adjusted R Squared = -.055)

### Pairwise Comparisons

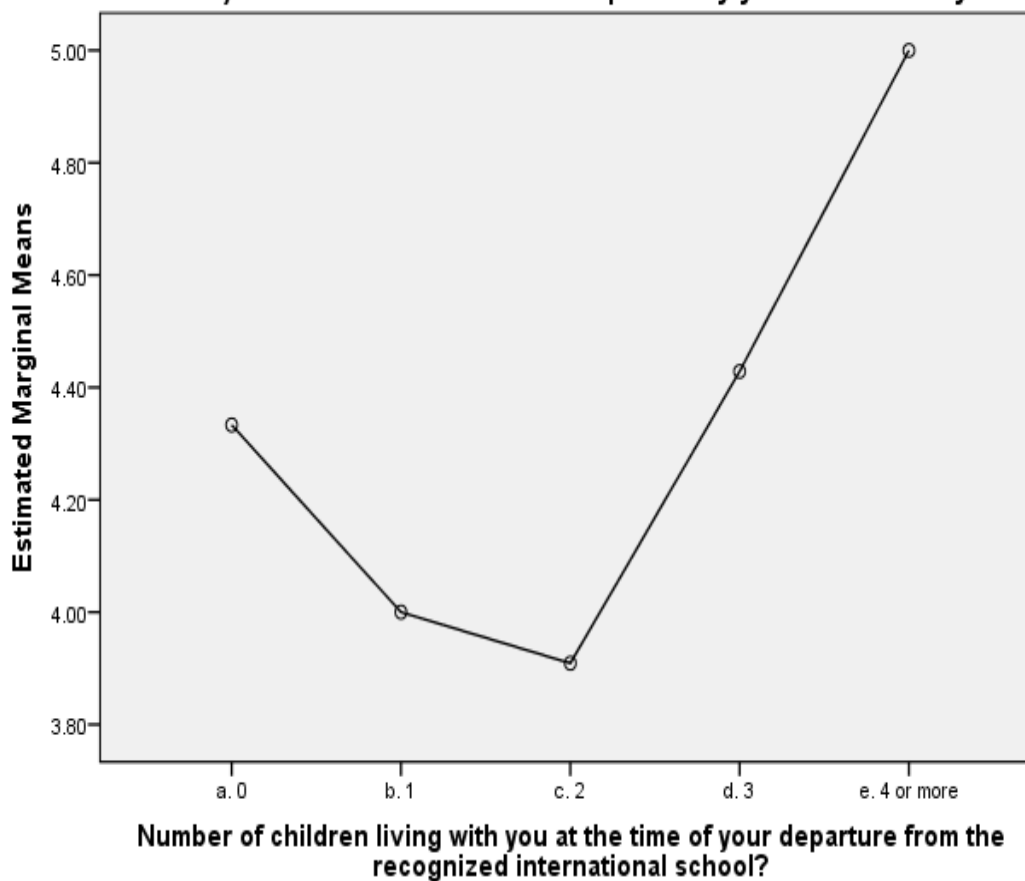
Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

(I) Number of children living with you at the time of your departure from the recognized international school?		(J) Number of children living with you at the time of your departure from the recognized international school?	Mean Difference (I-J)	Std. Error	Sig. <sup>a</sup>	95% Confidence Interval for Difference <sup>a</sup>	
						Lower Bound	Upper Bound
a.	0	b. 1	.333	.741	.655	-1.162	1.829
		c. 2	.424	.440	.341	-.465	1.313
		d. 3	-.095	.519	.855	-1.144	.954
		e. 4 or more	-.667	1.234	.592	-3.159	1.826
b.	1	a. 0	-.333	.741	.655	-1.829	1.162
		c. 2	.091	.788	.909	-1.500	1.682
		d. 3	-.429	.834	.610	-2.114	1.257
		e. 4 or more	-1.000	1.396	.478	-3.820	1.820
c.	2	a. 0	-.424	.440	.341	-1.313	.465
		b. 1	-.091	.788	.909	-1.682	1.500
		d. 3	-.519	.585	.379	-1.700	.661
		e. 4 or more	-1.091	1.263	.393	-3.642	1.460
d.	3	a. 0	.095	.519	.855	-.954	1.144
		b. 1	.429	.834	.610	-1.257	2.114
		c. 2	.519	.585	.379	-.661	1.700
		e. 4 or more	-.571	1.293	.661	-3.182	2.039
e.	4 or more	a. 0	.667	1.234	.592	-1.826	3.159
		b. 1	1.000	1.396	.478	-1.820	3.820
		c. 2	1.091	1.263	.393	-1.460	3.642
		d. 3	.571	1.293	.661	-2.039	3.182

Based on estimated marginal means

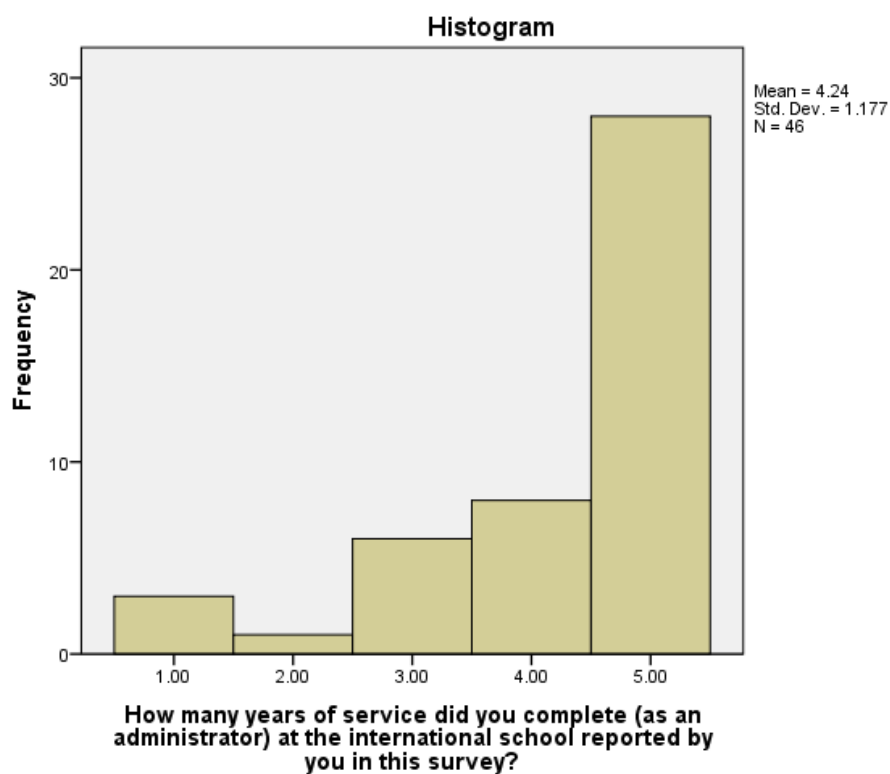
a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

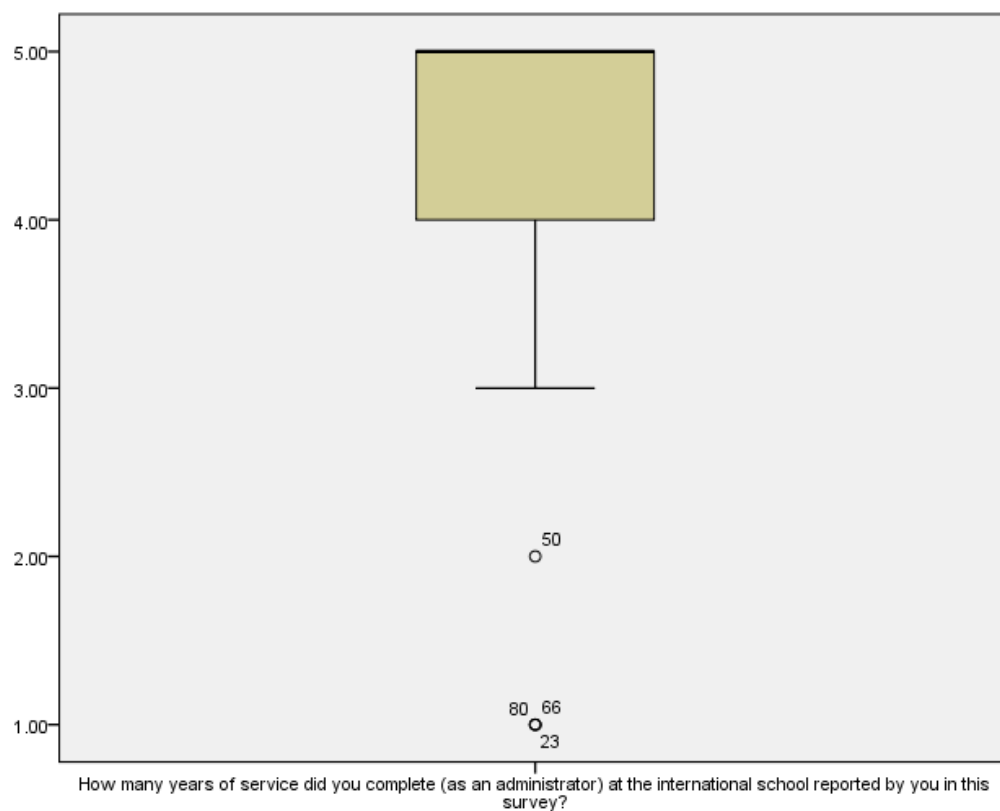
**Estimated Marginal Means of How many years of service did you complete (as an administrator) at the international school reported by you in this survey?**



Analysis 3 – factors associated with turnover in administrators  
Descriptive statistics associated with duration

Descriptives			Statistic	Std. Error
How many years of service did you complete (as an administrator) at the international school reported by you in this survey?	Mean		4.2391	.17358
	95% Confidence Interval for	Lower Bound	3.8895	
	Mean	Upper Bound	4.5887	
	5% Trimmed Mean		4.3768	
	Median		5.0000	
	Variance		1.386	
	Std. Deviation		1.17728	
	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile Range		1.00	
	Skewness		-1.600	.350
	Kurtosis		1.798	.688





### Senior management

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.093 <sup>a</sup>	.009	-.014	1.18546

a. Predictors: (Constant), admin\_mean\_leadership

**ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.536	1	.536	.381	.540 <sup>b</sup>
Residual	61.834	44	1.405		
Total	62.370	45			

a. Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

b. Predictors: (Constant), admin\_mean\_leadership

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	4.468		10.885	.000
	admin_mean_leadership	-.144	-.093	-.617	.540

a. Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?



## Working conditions

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.047 <sup>a</sup>	.002	-.020	1.18928

a. Predictors: (Constant), admin\_mean\_working\_conditions

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.136	1	.136	.096	.758 <sup>b</sup>
	Residual	62.233	44	1.414		
	Total	62.370	45			

a. Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

b. Predictors: (Constant), admin\_mean\_working\_conditions

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.389	.514		8.539	.000
	admin_mean_working_conditions	-.098	.317	-.047	-.310	.758

a. Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

## Compensation

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.086 <sup>a</sup>	.007	-.015	1.18618

a. Predictors: (Constant), q0018\_0001

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.461	1	.461	.328	.570 <sup>b</sup>
	Residual	61.909	44	1.407		
	Total	62.370	45			

a. Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

b. Predictors: (Constant), q0018\_0001

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.428	.373		11.862	.000
	q0018_0001	-.101	.176	-.086	-.572	.570

a. Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

## Student discipline

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.008 <sup>a</sup>	.000	-.023	1.19055

a. Predictors: (Constant), q0011\_0001

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.004	1	.004	.003	.959 <sup>b</sup>
	Residual	62.366	44	1.417		
	Total	62.370	45			

a. Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

b. Predictors: (Constant), q0011\_0001

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.256	.375		11.344	.000
	q0011_0001	-.012	.238	-.008	-.051	.959

a. Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

## Academic standards of school

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.025 <sup>a</sup>	.001	-.022	1.19022

a. Predictors: (Constant), q0014\_0001

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.038	1	.038	.027	.871 <sup>b</sup>
	Residual	62.332	44	1.417		
	Total	62.370	45			

a. Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

b. Predictors: (Constant), q0014\_0001

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.299	.404		10.628	.000
	q0014_0001	-.038	.236	-.025	-.163	.871

a. Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

## Host country living conditions

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.023 <sup>a</sup>	.001	-.022	1.19027

a. Predictors: (Constant), q0025\_0001

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.033	1	.033	.023	.880 <sup>b</sup>
	Residual	62.337	44	1.417		
	Total	62.370	45			

a. Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

b. Predictors: (Constant), q0025\_0001

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.188	.378		11.085	.000
	q0025_0001	.030	.195	.023	.152	.880

a. Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

## Host country safety

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.034 <sup>a</sup>	.001	-.022	1.18990

a. Predictors: (Constant), q0028\_0001

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.071	1	.071	.050	.823 <sup>b</sup>
	Residual	62.298	44	1.416		
	Total	62.370	45			

a. Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

b. Predictors: (Constant), q0028\_0001

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.168	.363		11.475	.000
	q0028_0001	.048	.212	.034	.225	.823

a. Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

Personal factors: Expectations of school not met

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.170 <sup>a</sup>	.029	.007	1.17329

a. Predictors: (Constant), q0021\_0001

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.799	1	1.799	1.307	.259 <sup>b</sup>
	Residual	60.571	44	1.377		
	Total	62.370	45			

a. Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

b. Predictors: (Constant), q0021\_0001

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.612	.369		12.485	.000
	q0021_0001	-.256	.224	-.170	-1.143	.259

a. Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

Personal factors: Expectations of role as administrator not met

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.112 <sup>a</sup>	.013	-.010	1.18303

a. Predictors: (Constant), q0022\_0001

**ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.789	1	.789	.564	.457 <sup>b</sup>
Residual	61.581	44	1.400		
Total	62.370	45			

a. Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

b. Predictors: (Constant), q0022\_0001

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.484	.370		12.133	.000
	q0022_0001	-.158	.211	-.112	-.751	.457

a. Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?



Personal factors: Personal circumstances influenced decision

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.235 <sup>a</sup>	.055	.034	1.15724

a. Predictors: (Constant), q0024\_0001

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.444	1	3.444	2.572	.116 <sup>b</sup>
	Residual	58.925	44	1.339		
	Total	62.370	45			

a. Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

b. Predictors: (Constant), q0024\_0001

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.483	.502		6.944	.000
	q0024_0001	.250	.156	.235	1.604	.116

a. Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

Personal factors: Work responsibilities encroached personal life

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.019 <sup>a</sup>	.000	-.022	1.19037

a. Predictors: (Constant), q0026\_0001

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.023	1	.023	.016	.900 <sup>b</sup>
	Residual	62.347	44	1.417		
	Total	62.370	45			

a. Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

b. Predictors: (Constant), q0026\_0001

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.281	.374		11.457	.000
	q0026_0001	-.022	.172	-.019	-.127	.900

a. Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

## Professional advancement: Limited leadership opportunities at school

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.116 <sup>a</sup>	.013	-.009	1.18256

a. Predictors: (Constant), q0019\_0001

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.838	1	.838	.599	.443 <sup>b</sup>
	Residual	61.532	44	1.398		
	Total	62.370	45			

a. Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

b. Predictors: (Constant), q0019\_0001

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.477	.353		12.679	.000
	q0019_0001	-.137	.177	-.116	-.774	.443

a. Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

## Professional advancement: Opportunities at other schools

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.133 <sup>a</sup>	.018	-.005	1.17996

a. Predictors: (Constant), q0023\_0001

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.108	1	1.108	.796	.377 <sup>b</sup>
	Residual	61.261	44	1.392		
	Total	62.370	45			

a. Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

b. Predictors: (Constant), q0023\_0001

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.955	.363		10.886	.000
	q0023_0001	.125	.140	.133	.892	.377

a. Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

## Language acquisition of host country

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.152 <sup>a</sup>	.023	.001	1.17682

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.434	1	1.434	1.035	.314 <sup>b</sup>
	Residual	60.936	44	1.385		
	Total	62.370	45			

a. Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

b. Predictors: (Constant), Your estimated level of language fluency in regards to the native language of the country you were employed would be characterized as:

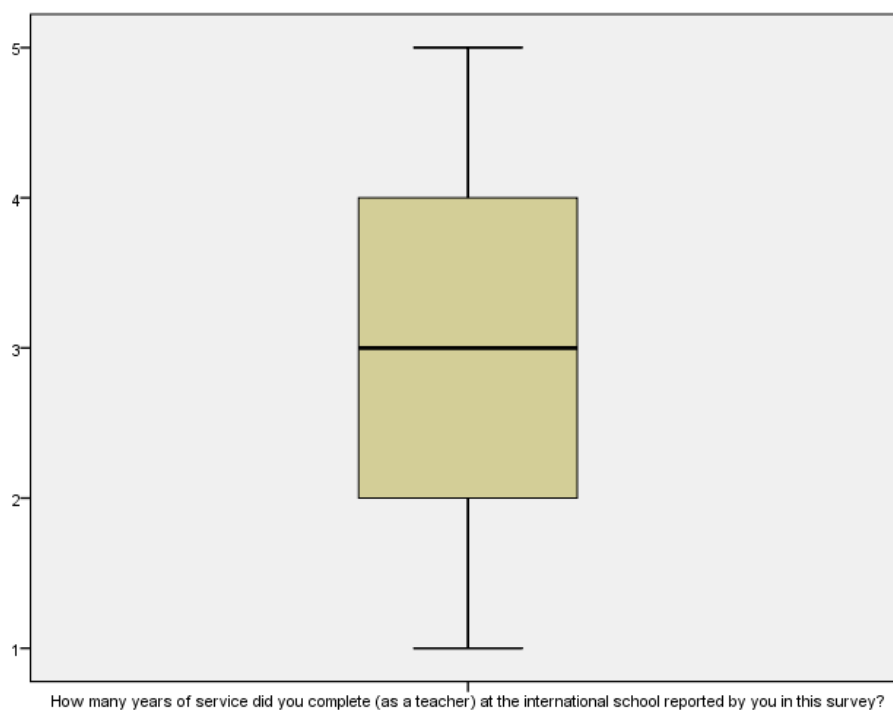
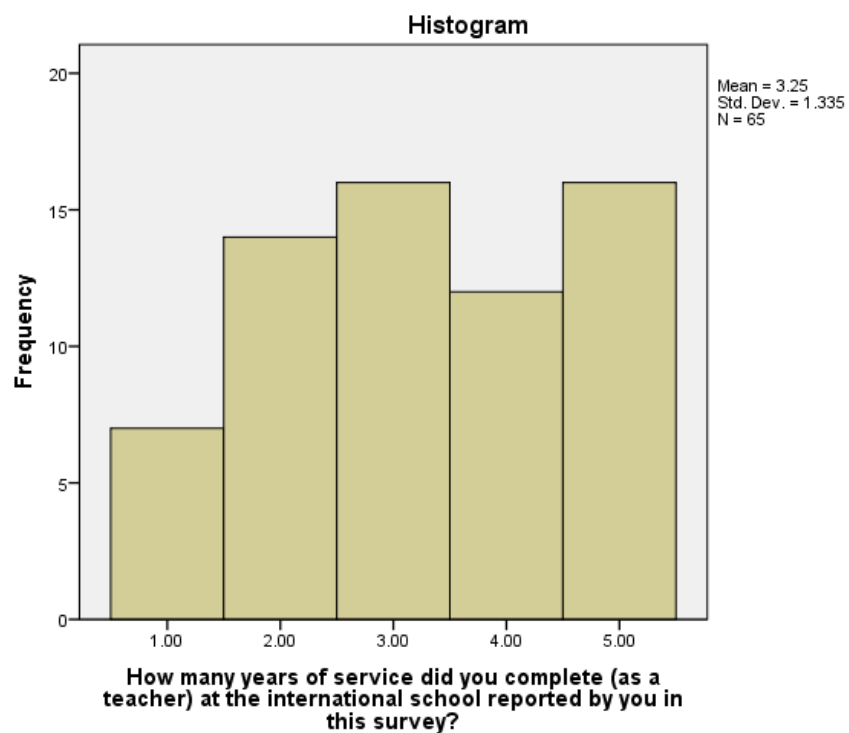
**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.958	.326		12.131	.000
	Your estimated level of language fluency in regards to the native language of the country you were employed would be characterized as:	.162	.159	.152	1.017	.314

a. Dependent Variable: How many years of service did you complete (as an administrator) at the international school reported by you in this survey?

Analysis 4 – factors associated with turnover in teachers  
Descriptive statistics associated with duration

How many years of service did you complete (as a teacher) at the international school reported by you in this survey?	Mean		3.2462	.16559
	95% Confidence Interval for Mean	Lower Bound	2.9154	
		Upper Bound	3.5769	
	5% Trimmed Mean		3.2735	
	Median		3.0000	
	Variance		1.782	
	Std. Deviation		1.33499	
	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile Range		2.50	
	Skewness		-.103	.297
	Kurtosis		-1.162	.586



## Administrative leadership

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.100 <sup>a</sup>	.010	-.006	1.33887

a. Predictors: (Constant), teacher\_mean\_leadership

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.130	1	1.130	.630	.430 <sup>b</sup>
	Residual	112.932	63	1.793		
	Total	114.062	64			

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

b. Predictors: (Constant), teacher\_mean\_leadership

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.890	.478		6.040	.000
	teacher_mean_leadership	.162	.204	.100	.794	.430

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?



## Working conditions

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.054 <sup>a</sup>	.003	-.013	1.34357

a. Predictors: (Constant), teacher\_mean\_working\_conditions

**ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.334	1	.334	.185	.668 <sup>b</sup>
Residual	113.727	63	1.805		
Total	114.062	64			

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

b. Predictors: (Constant), teacher\_mean\_working\_conditions

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.442	.485		7.099	.000
teacher_mean_working_conditions	-.102	.238	-.054	-.430	.668

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

## Compensation

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.126 <sup>a</sup>	.016	.000	1.33475

a. Predictors: (Constant), q0062\_0001

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.824	1	1.824	1.024	.315 <sup>b</sup>
	Residual	112.238	63	1.782		
	Total	114.062	64			

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

b. Predictors: (Constant), q0062\_0001

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.610	.396		9.121	.000
	q0062_0001	-.167	.165	-.126	-1.012	.315

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

## Student discipline

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.274 <sup>a</sup>	.075	.060	1.29407

a. Predictors: (Constant), q0055\_0001

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.561	1	8.561	5.112	.027 <sup>b</sup>
	Residual	105.501	63	1.675		
	Total	114.062	64			

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

b. Predictors: (Constant), q0055\_0001

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.889	.327		11.910	.000
	q0055_0001	-.345	.153	-.274	-2.261	.027

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

## Academic standards of school

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.127 <sup>a</sup>	.016	.001	1.33464

a. Predictors: (Constant), q0058\_0001

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.842	1	1.842	1.034	.313 <sup>b</sup>
	Residual	112.219	63	1.781		
	Total	114.062	64			

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

b. Predictors: (Constant), q0058\_0001

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.591	.378		9.509	.000
	q0058_0001	-.175	.172	-.127	-1.017	.313

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

## Host country living conditions

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.005 <sup>a</sup>	.000	-.016	1.34553

a. Predictors: (Constant), q0069\_0001

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.003	1	.003	.002	.969 <sup>b</sup>
	Residual	114.059	63	1.810		
	Total	114.062	64			

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

b. Predictors: (Constant), q0069\_0001

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.260	.391		8.334	.000
	q0069_0001	-.006	.160	-.005	-.039	.969

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

## Host country safety

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.083 <sup>a</sup>	.007	-.009	1.34094

a. Predictors: (Constant), q0072\_0001

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.780	1	.780	.434	.513 <sup>b</sup>
	Residual	113.281	63	1.798		
	Total	114.062	64			

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

b. Predictors: (Constant), q0072\_0001

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.004	.404		7.436	.000
	q0072_0001	.137	.208	.083	.659	.513

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

### Personal factors: Expectations of school not met

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.152 <sup>a</sup>	.023	.008	1.32987

a. Predictors: (Constant), q0065\_0001

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.642	1	2.642	1.494	.226 <sup>b</sup>
	Residual	111.419	63	1.769		
	Total	114.062	64			

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

b. Predictors: (Constant), q0065\_0001

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.695	.402		9.181	.000
	q0065_0001	-.216	.177	-.152	-1.222	.226

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

Personal factors: Expectations of role as teacher not met

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.127 <sup>a</sup>	.016	.001	1.33460

a. Predictors: (Constant), q0066\_0001

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.848	1	1.848	1.038	.312 <sup>b</sup>
	Residual	112.213	63	1.781		
	Total	114.062	64			

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

b. Predictors: (Constant), q0066\_0001

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.638	.419		8.690	.000
	q0066_0001	-.210	.207	-.127	-1.019	.312

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?



Personal factors: Personal circumstances influenced decision

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.041 <sup>a</sup>	.002	-.014	1.34441

a. Predictors: (Constant), q0068\_0001

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.193	1	.193	.107	.745 <sup>b</sup>
	Residual	113.868	63	1.807		
	Total	114.062	64			

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

b. Predictors: (Constant), q0068\_0001

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.099	.481		6.441	.000
	q0068_0001	.052	.159	.041	.327	.745

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

Personal factors: Work responsibilities encroached on personal life

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.047 <sup>a</sup>	.002	-.014	1.34407

a. Predictors: (Constant), q0070\_0001

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.251	1	.251	.139	.711 <sup>b</sup>
	Residual	113.811	63	1.807		
	Total	114.062	64			

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

b. Predictors: (Constant), q0070\_0001

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.108	.407		7.641	.000
	q0070_0001	.067	.179	.047	.373	.711

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

## Professional advancement: Limited leadership opportunities at school

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.102 <sup>a</sup>	.010	-.005	1.33857

a. Predictors: (Constant), q0063\_0001

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.179	1	1.179	.658	.420 <sup>b</sup>
	Residual	112.882	63	1.792		
	Total	114.062	64			

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

b. Predictors: (Constant), q0063\_0001

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.940	.413		7.123	.000
	q0063_0001	.152	.187	.102	.811	.420

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

## Professional advancement: Opportunities at other schools

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.002 <sup>a</sup>	.000	-.016	1.34554

a. Predictors: (Constant), q0067\_0001

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.001	1	.001	.000	.985 <sup>b</sup>
	Residual	114.061	63	1.810		
	Total	114.062	64			

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

b. Predictors: (Constant), q0067\_0001

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.254	.422		7.714	.000
	q0067_0001	-.003	.176	-.002	-.019	.985

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

## Language acquisition of host country

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.030 <sup>a</sup>	.001	-.015	1.34495

**ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.101	1	.101	.056	.814 <sup>b</sup>
Residual	113.960	63	1.809		
Total	114.062	64			

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

b. Predictors: (Constant), Your estimated level of language fluency in regards to the native language of the country you were employed would be characterized as:

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.325	.373		8.908	.000
	Your estimated level of language fluency in regards to the native language of the country you were employed would be characterized as:	-.049	.205	-.030	-.237	.814

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

## Multiple regression

Years worked as teacher regressed on number of children and age at time of employment

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.479 <sup>a</sup>	.229	.204	1.19071

a. Predictors: (Constant), Number of children living with you at the time of your departure from the recognized international school?, Your age at the time of your departure from the recognized international school:

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26.159	2	13.079	9.225	.000 <sup>b</sup>
	Residual	87.903	62	1.418		
	Total	114.062	64			

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

b. Predictors: (Constant), Number of children living with you at the time of your departure from the recognized international school?, Your age at the time of your departure from the recognized international school:

Coefficients <sup>a</sup>						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	1.545	.440		3.509	.001
	Your age at the time of your departure from the recognized international school:	.438	.174	.287	2.517	.014
	Number of children living with you at the time of your departure from the recognized international school?	.495	.172	.328	2.881	.005

a. Dependent Variable: How many years of service did you complete (as a teacher) at the international school reported by you in this survey?

Appendix I  
Administrator Interview Responses



1. Top reasons why you left your position as an administrator at the international school you were employed?

Sentence	Code(s)
a. My departure was due to a philosophical clash with management at the time of my employment (KA, M, 36, 6).	Philosophical differences with management.
b. I left mainly because of a lack of support with budgeting and school programs. (KA, M, 36, 6).	No management support Finances/programming concerns
c. Leadership was not a strong point of the school. We had four bosses in five years during my stay. (KA, M, 36, 6).	Leadership concerns with management (turnover with managers).
d. I wanted new challenge personally and professionally, it was simply time to move on to another school.(BD, M, 41, 10+)	Wanted new challenge personally and professionally.
e. I decided to leave due to the family issues I was facing back home. They were too difficult to manage abroad. (CM, F, 43, 5)	Family issues in home country.
f. I just couldn't continue to maintain the workload and the expectations associated with that responsibility. (CM, F, 43, 5)	Workload overwhelming.
g. My personal life was struggling at the time and it was good for me to move on to different circumstances. (CM, F, 43, 5)	Personal life influenced decision.
h. My parents were elderly and I needed to care for family back home. (CS, 54, F, 5)	Family issues in home country.
i. Unfortunately the stressful work environment contributed strongly to my eventual departure. (PB, F, 29, 3)	Stressful work environment.
j. Pressure from high from school ownership and parents in the area of academic expectations (unreasonable) left me with no	High Academic Expectations.

other option but to leave the position. (PB, F, 29, 3)	
k. My personal health (physical and psychological) diminished over a short period of time and I was unable to maintain my position in a reliable manner. (PB, F, 29, 3)	Personal health concerns.
l. Simply put, my personal life was affected by the stress of the school environment. (TE, F, 33, 3)	Work environment (social/personal) concerns.
m. I actually feel like I left for a great reason. I was in a long distance relationship back home, and I returned to get married. (TE, F, 33, 3)!	Family issues in home country.
n. The school itself was nice but the safety of the school location made it very difficult to go to work everyday and not have the feeling that something bad was going to happen. (TE, F, 33, 3)	Safety outside of school.
o. I had been at the school for a while and really didn't see an opportunity for promotion within the school. I left to find those kinds of opportunities. (MG, M, 39, 4)	Lack of Professional advancement.
p. It was a difficult decision to leave but the stagnant leadership amongst management and the board was not going to change nor make attempts to improve situations at the school so I left. (MG, M, 39, 4)	Leadership/ management concerns
q. A board of directors that did not understand what was going on at the school. (DM, 46, M, 4)	Board of Directors concerns.
r. A head of school who failed miserably to work collaboratively with staff...who often used bullying as a tactic to motivate others. (DM, 46, M, 4)	Head of school concerns.

s. The economic downturn of 2008 greatly impacted the schools enrollment and eventually the number of staff which increased everyone's workload substantially. (DM, 46, M, 4)	Workload due to staff reductions.
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1. Top reasons why you left your position as an administrator at the international school you were employed?

Code(s)	Theme(s)	Categories
Philosophical differences with management.	Disagreed with management	SM
No management support Finances/programming concerns.	Management and resources	SM, WC
Leadership concerns with management (turnover with managers).	Management concerns	SM
Wanted new challenge personally and professionally.	Personal	PF
Family issues in home country.	Family	PF
Workload overwhelming.	Workload	WC
Personal life influenced decision.	Personal	PF
Family issues in home country.	Family	PF
Work environment concerns (lack of professional/social support).	Work Environment	WC
High Academic Expectations.	Academic Standards	AS
Personal health concerns.	Health Concerns	PF
Stressful work environment.	Work Environment	WC
Family issues in home country.	Family	PF
Safety outside of school.	Safety	HC
Lack of Professional advancement.	Professional Advancement	PA
Leadership/management concerns.	Leadership	SM
Board of Directors concerns.	Leadership	SM
Head of school concerns.	Leadership	SM
Workload due to staff reductions.	Workload	WC

## 2. What might the international school have done to retain your services?

Sentence	Code(s)
a. In a word I think some form of “mentoring”. After six years of service relationships were worn down and to have had a supportive relationship from the senior executive officer or even some of his staff would have been appreciated. Money was not a concern. (KA, M, 36,6)	Yes. Mentorship from management. Supportive leadership. Management
b. Nothing could have been down by the school. It was time to go, time for a change. (BD, M, 41, 10+)	No. Time to go. Time for change.
c. It would of helped to have a lighter work load, more time to enjoy my life abroad. (CM, F, 43, 5)	Yes. Workload concerns.
d. The pay was fine but better compensation for housing would of helped my decision to stay. The deal worked out by the school put you in a house that was ok but lacked quality amenities. (CM,F,43, 5).	Yes. Housing concerns.
e. Better benefits. Especially in the area of more leave time. Extended leave time to travel and go back home would of allowed me time to help with issues back at home. (CS,54, F, 5)	Yes. Benefits. Leave time. Issues at home.
f. Also paying for trips to and from ones homesite would have been greatly appreciated as that was expensive. (CS, 54, F, 5)	Yes. Paid leave/travel.
g. It would have been better for me if the school would have decreased my workload. They put me in a really difficult spot with senior students and the requirements associated with their transition to university. (PB, F, 29,3)	Yes. Workload concerns.
h. No. I really wanted to go home. There was nothing they could have done for me that would have changed my mind. (TE, F, 33, 3)	No. Wanted to go home.

i. I might have thought about staying a bit longer if they had offered me a promotion. There was a lot of weird hiring going on and when you applied for a promotion they ended up hiring other people with less experience and certification. The funny thing is those hires ended up leaving after a year. (MG, M, 39, 4)	Yes. Professional promotion.
j. I think they should have fired the Head of School. They needed someone who was capable of working collaboratively with leadership, teachers and families. (DM, 46, M, 4)	Yes. Fired the leadership.

2. What might the international school have done to retain your services?

Code(s)	Theme(s)	Categories
Mentorship from management. Supportive leadership.	Management and Support	Yes. SM
Time to go. Time for change.	Personal	No. PF
Workload concerns.	Workload	Yes. WC
Housing concerns	Benefits from work.	Yes. Other
Benefits. Leave time. Issues at home.	Benefits from work.	Yes. Other, PF
Paid leave/travel.	Benefits from work.	Yes. Other
Workload concerns.	Workload	Yes. WC
Wanted to go home.	Personal	No. PF
Professional promotion.	Professional promotion	Yes. PA
Fired the leadership.	Management concerns.	Yes. SM

3. What changed from the time you signed the contract with the international school to the point where you decided it was time to leave the position?

Sentence	Code(s)
a. Unfortunately, support in programming and in terms of budgeting dwindled to nothing. It was a slap in the face as the school directors continued to show profits in the overall budget and an increase in the student population. (KA, M, 36, 6)	Support in programming. Lack of funds. Management
b. I don't know if it was my inexperience or if the school offered less support in financing and programming over time. The lack of professional development and the lack of potential growth as a professional became evident over time. (BD, M, 41, 10+)	Support in programming. Lack of funds. Lack of Professional Growth/Development.
c. The amount of workload increased each year for me at the school. (CM, F, 43, 5)	Workload.
d. The school made no effort to assist to find quality housing. A large quantity of pay would be sacrificed for satisfactory housing. (CM, F, 43, 5)	Quality housing.
e. When I arrived my family was healthy and in good shape. Over the years my parent's health slowly deteriorated. Hence, I was forced to return home to help with my family.(CS, F, 54, 5)	Family in states.
f. I really didn't understand the nuances of my position prior to beginning. Over time the physical and mental exhaustion from the working conditions at the school eventually became too much to bare. (PB, F, 29, 3).	Difficult Working conditions.
g. My personal relationship at home moved toward marriage. There were no options available for my fiancée so we decided to stay stateside. (TE. F, 33,3)	Relationships at home. No options for spouse in int'l setting.
h. Families maintained school programming which was both good and bad. It offered stability but the direction of the school always seemed deeply rooted in the	Management issues.

politics of the ever changing leadership. (MG, 39, M, 4)	
i. The school had great teachers but they were continuously moving out of the school in large bunches. (MG, 39, M, 4)	Teacher turnover.
j. As I went along I realized the fit for me and the school was not good. I think it was related to being hired at a fair and being given no time on the school campus to get a feel if the fit is appropriate. (DM, 46, M, 4)	Poor fit. Job fair hire.

3. What changed from the time you signed the contract with the international school to the point where you decided it was time to leave the position?

Code(s)	Theme(s)	Categories
Support in programming. Lack of funds. Management.	Resources, Leadership	WC, SM
Support in programming. Lack of funds. Lack of Professional Growth/ Development.	Resources, Professional Growth/Development	WC,PA
Workload.	Workload	WC
Quality housing.	Benefits	Other
Family in states.	Family	PF
Difficult Working conditions.	Working Conditions	WC
Relationships at home. No options for spouse in int'l setting.	Family	PF
Management issues.	Leadership	SM
Teacher turnover.	Staffing	WC
Poor fit. Job fair hire.	Poor Fit	Other

4. Was there anything you could have done to change your decision to stay at the reported international school?

Sentence	Code(s)
a. Yes, I overpromised and over delivered leading eventually to feeling burnt out and unappreciated. I should have safely navigated the programs I led based on the expectations of the leadership of the school. (KA, M, 36, 6)	Overextended time and energy. Boundaries.
b. Yes, forced myself to leave the office at a reasonable time and given more of the time and effort to my personal life. (BD, M, 41, 10+)	Created boundaries between work and personal.
c. Yes, I think it would of gone better if I tried to balance work and my personal life. The obligations of the job and my personality were tightly woven to me feeling like I needed to go above and beyond the call of duty. (CM, F, 43, 5)	Created boundaries between work and personal.
d. No. Nothing I can think of. (CS, F, 54, 5)	Nothing.
e. Yes, when I came into the school they assigned me high school students. Don't get me wrong all levels at the school were intense but the parents and students at the high school were too much in terms of pressure on the students and staff. It was pervasive 24/7 and the senior students/parents were unreal in their expectations and actions. I should of agreed to work with the middle school students instead....avoiding the collegiate prep expectations (PB, F, 29, 3).	Boundaries between work and personal.
f. No. I was ready to go. (TE. F, 33,3)	Nothing.
g. Yes, avoided school politics and focused on teachers and students. (MG, 39, M , 4)	Boundaries between politics and work at the workplace.
h. No not really, the climb was not worth the view if you know what I mean. Anything I did was not going to alleviate the toxicity of the school leadership.(DM, 46, M, 4)	Nothing could be done to change the situation for the better.



4. Was there anything you could have done to change your decision to stay at the reported international school?

Code(s)	Theme(s)	Categories
Overextended time and energy. Boundaries.	Workload	WC
Created boundaries between work and personal.	Workload	WC
Created boundaries between work and personal.	Workload	WC
Nothing.	None	
Boundaries between work and personal.	Workload	WC
Nothing.	None	
Boundaries between politics and work at the workplace.	Work environment	WC
Nothing could be done to change the situation for the better.	None	

5. Would you ever consider returning to your past position of employment in the reported international school? If yes please explain.

Sentence	Code(s)
a. No. Due to a conflict of interest as well as philosophical differences on program direction and budgeting made the situation personal. It just wouldn't work with the same people in charge.(KA, M, 36, 6)	Philosophical differences with program and leadership.
b. No. I wouldn't go back even if offered the opportunity to be head of school which would be enticing but there is a culture embedded there that would need to change.(BD, M, 41, 10+)	Concerns with culture of school/management.
c. No. I really loved the students but the workload was all consuming and unrealistic when I look back at it.(CM, F, 43, 5)	Workload was intolerable.
d. Yes but I couldn't due to age restrictions (for retirement). (CS, F, 54, 5)	Retirement and age restriction.
e. Yes, I would go back but with the stipulation that I would only work with the high school students and not the seniors. (PB, F, 29, 3).	Work responsibilities reevaluated.
f. Yes, if my stateside relationship was willing to go with me to the school. Unfortunately his work is not in education so it would probably not come to fruition. (TE. F, 33,3)	Spouse supports return.
g. No. Too much going on at home and from what I know the school functions the same way as before and the management is still in place.(MG, 39, M , 4)	Home reasons and management concerns.
h. (Yes)I wouldn't go back for the original position. I would be interested in the head of school position but many things (mainly school culture/philosophy and leadership) would have to change before taking on that opportunity. (DM, 46, M, 4)	Professional promotion and change school culture/philosophy of leadership.

5. Would you ever consider returning to your past position of employment in the reported international school? If yes please explain.

Code(s)	Theme(s)	Categories
Philosophical differences with program and leadership.	Philosophical differences with resources and management.	No. WC, SM
Concerns with culture of school/management.	Philosophical differences with school/management.	No. WC, SM
Workload was intolerable.	Workload	No. WC
Retirement and age restrictions.	Retirement	Yes. PF
Work responsibilities reevaluated.	Work responsibilities	Yes. WC
Spouse supports return.	Family	Yes. PF
Home reasons and management concerns.	Family and Leadership	No. PF, SM
Professional promotion and change school culture/philosophy of leadership	Professional promotion and school culture related to leadership.	Yes. PA, SM

## Appendix J

### Teacher Interview Responses

1. Top reasons why you left your position as a teacher at the international school you were employed

Sentence	Code(s)
a. I really wanted to go back to the states and reconnect with family. One parent was really sick and the kids were at an age where I felt they needed to be in the US school system/culture. The school was lacking in retirement options. Safety in the city was a major concern and the leadership at the school was inconsistent at best. (TZ,M,40,5)	Family at home, no retirement int'l, safety in city, leadership struggles.
b. There was really too much distraction with student misbehavior and attitude. Leadership was not able to implement meaningful intervention as the board ran the school without much insight. (TZ,F,40,5)	Student behavior, leadership struggles.
c. The school was relatively safe when the high school wasn't under some kind of student rage....but outside of the school you were escorted to your home, met by an armed guard, and pretty much stuck in your home. The city was truly unsafe. My wife wanted to leave before the end of the first month we were there. Even the local teachers expressed concern about their city and would give us tips on how to stay safe. (FG,M,41,1)	Student behavior, safety concerns in city.
d. I was in a long distance relationship which was moving to marriage. I didn't make enough money to support us both at the school and my salary and benefits would be cut (50%) after my two year contract expired. I really wasn't happy with the schools approach and found the curriculum to be far behind current standards. It was kind of the "perfect storm" to have a reason to leave the school. (FA,F,29,2)	Relationship concerns, compensation and benefits, low academic rigor.
e. I left my teaching position because of poor pay, poor leadership and no possibility of professional advancement. I think the poor pay and poor leadership were the biggies. I wouldn't have looked at promotion had it not been for wanting to get out from under the middle school principal.	Pay, leadership concerns, no professional advancement.

<p>It was a bad combination that left me with little doubt about leaving. (WC,M,27,2)</p>	
<p>f. The first thing was safety. The school was pretty safe once you went through security but the city we lived in was impossible. Drug cartels and military conflicts was a bad combination. Leadership was unable to help as they seemed numb to the idea that this was a dangerous place to live. I was ready to abandon my post after the first month but my husband wanted to finish out the school year. (JR,F,36,2)</p>	<p>City safety, non-empathetic leadership.</p>
<p>g. Compensation, benefits and eventually retirement. I had been there five years and only receive one pay raise (which everyone received after completing the first year). My benefits (housing stipend and health insurance) ran out after the fifth year. The combination of little funds and big expenses killed any hopes of staying. I mention retirement because I really would have finished my career there, but they had no plans for teachers after 5 years. (JC,F,36,3)</p>	<p>Compensation, benefits, cost of living, no retirement.</p>
<p>h. I lived there for four years so I obviously enjoyed the school, the students, families and administration. I had no concerns with what I was being paid or my benefits, except when the money in the country was devalued. My primary reason for leaving was that the city we lived and worked in was immense and depressing. I felt like I did the best I could for 3 years and finally had to move on due to the fact that my emotional well being was at stake being in that city. If the school was in another setting I wouldn't be talking to you right now. You just felt trapped and desired some connection with nature. Unfortunately that was not an option and so I decided to leave. (SS,F,36,4)</p>	<p>City environment detrimental.</p>
<p>i. I really missed home and my family. My stepson was having many problems with the school and culture so the combination of these issues made it pretty easy to decide to go home. We actually extended our initial contract for two more years so there wasn't anything to complain about with</p>	<p>Missed home, child concerns.</p>

<p>the school or country. It would have been interesting to live in another part of the country that was less urban but really the reason for us leaving was the personal nature of home sickness and helping my son. (SR,M,38,4)</p>	
<p>j. The decision to return was based on my family's desire to return home. My husband was teaching and had enough of living in the city and abroad. My son was trying his best to assimilate but was struggling as an outsider and missing his friends at home. I was pretty content but wanted to be supportive of their wishes. We decided in the third year that year number four would be the end and time for us to return. No bad reasons. I loved the country and school we were in. I thought the school took very good care of us as professionals and people. We made a bunch of friends but I lost the vote and it was time to go back home. (AR,F,31,4)</p>	<p>Family decision to return.</p>
<p>k. Well there is really only one reason but if persuaded I could give you two at the time of my departure. First and foremost was that we needed to get back home to be with family. We weren't getting any younger, nor were our family members so there was a pretty big urgency to get back to _____. The second reason wasn't that big of a deal because we had so many admin changes that this was probably going to change anyway but the administration in place was just bad. They came across as very negative and incompetent. Like I said this wasn't a big concern in terms of us making the decision to leave but it wasn't something that was going to help change our minds to stay if you know what I mean. (JK,F,48,11)</p>	<p>Family stateside needed assistance, leadership turnover and performance.</p>
<p>l. The big one for me was no professional growth options. As far as the teacher profession was concerned you arrived in the morning to teach your classes and left in the afternoon and that was it... teachers, nor the school showed no interest in collaborating or working at curriculum and class room issues. It was really weird. Also pay and benefits didn't support you outside of work. The</p>	<p>Limited professional growth, compensation, cost of living, city environment sad.</p>

<p>city I lived in was really sad and with such limited funding going to pay for rent and other living concerns...there was no money left over to travel. Pretty much a combination of issues but the professional growth options which weren't available was the biggest. (MO,F,34,3)</p>	
<p>m. It really came down to the school schedule and the quality of life. School was Monday through Saturday. The school year itself was much longer than the typical international school year. The daily schedule was full and long. Not just with teaching but also extra duties. It was bad for my family (my husband also taught at the school). The other teachers were exhausted and seemingly oppressed by the working conditions. I was actually shocked we lasted as long as we did but we were moving from our home from the states with the idea we wouldn't be coming back for a very long time so we had committed ourselves completely to this opportunity. (SD,F,34,1)</p>	<p>School schedule, family</p>
<p>n. We were worked to a point that we were unable to find time or the energy to do what we really hoped for which was to begin a new life in _____. We simply never were able to leave the school or our home with one day a week off and working long daily hours. I also found the work environment quite hostile in a passive aggressive way. From my perspective, my department was not interested in having an expatriate working for them (math). They were unfriendly and were of no help with the school, students nor transitioning in a new community. When I dealt with it directly with the staff they suggested nothing was wrong ....this sentiment was also suggested by the administration. Those were the two big reasons for me and my family leaving. We simply lost quality of life due to the work expectations. This was ironic considering we hoped to expand our quality of life by taking the positions at _____. (BD,M,37,1)</p>	<p>Workload, peer relationships.</p>



1. Top reasons why you left your position as a teacher at the international school you were employed

Code(s)	Theme(s)	Categories
Family at home, no retirement int'l, safety in city, leadership struggles.	Family, retirement, host country safety, leadership	PF, PF, HC, AL
Student behavior, leadership struggles.	Student behavior, leadership	SD, AL
Student behavior, safety concerns.	Student behavior, host country safety	SD, HC
Relationship concerns, compensation and benefits, low academic rigor.	Family, compensation, benefits, academic standards	PF, CO, Other, AS
Pay, leadership concerns, no professional advancement.	Compensation, leadership, Professional advancement	CO, AL, PA
City safety, non-empathetic leadership.	Host country safety, leadership	HC, AL
Compensation, benefits, cost of living, no retirement.	Compensation, benefits, host country econ, retirement concerns	CO, Other, HC, PF
City environment detrimental .	Living situation-city	HC
Missed home, child concerns.	Family, family	PF, PF
Family decision to return.	Family	PF
Family stateside needed assistance, leadership turnover and performance.	Family, leadership	PF, AL
Limited professional growth, compensation, benefits, cost of living, city environment sad.	Professional development, compensation, benefits, Host country econ, Host country environment	WC, CO, Other, HC, HC
School schedule, family	Work load, family	WC, PF
Workload, peer relationships, leadership concerns	Work load, work relations, leadership	WC, WC, AL

## 2. What might the international school have done to retain your services?

Sentence	Code(s)
a. For me if it weren't for my family situation at home, the lack of retirement options as well as the loss of expatriate benefits (free housing, medical, transportation, travel bonus) was really a disincentive to stay. It happens at the 5 <sup>th</sup> year and with 3 children it would be impossible to fiscally manage the family under that situation. (TZ,M,40,5)	Family at home, Retirement, Benefits at work.
b. Maybe the board could worry more about economic issues and less about personnel and student behavior. The teachers were left defenseless with absolutely inappropriate behavior by the students. At times it was dangerous and out of control. Leadership was put at fault but it was school management that reinforced the student behavior that was disruptive. (TZ,F,40,5)	Board/Management concerns. Student behavior. Leadership concerns.
c. Due to the external safety issues, whatever was going on in the school was overshadowed by the constant reports of kidnapping, crime, military action and drug trade within the city. Really sad because the people and the natural beauty of the country was impressive. (FG,M,41,1)	Location crime.
d. They could offer a more competitive salary and benefit package as well as retain good teachers by offering salary increases like other schools do in the international market. I was also disappointed in what seemed to be a lack of concern regarding the school academic rigor. No effort was made to raise the bar of expectation with the students nor the curriculum...very sad situation as an education professional to be involved in that situation. (FA,F,29,2)	Compensation. Benefits at work. Low academic rigor.
e. Definitely better pay and benefits to start. But with that it would not have been enough. I think I would have had to have seen either a promotion or a change in leadership. The combination of better salary and benefits along with a promotion would have certainly got me thinking about staying. (WC,M,27,2)	Compensation. Benefits at work. Possibility of promotion. Leadership concerns.

f. We were without an elementary principal the whole year I was there. I think the school could have promoted someone (competent) to lead after the first 2 months without a principal....but they never did. As for the safety concerns the school kind of ignored that and simply went about doing business as usual. They might have created some activities to support new teachers and those who had been there a while to ease the concerns and create a community...but they never even tried. (JR,F,36,2)	Leadership concerns. Safety concerns in city.
g. They could have kept my housing stipend in tact and reworked my contract for more pay. I then could have used the pay increase to pay for my health plan and stayed in the country. The school admin went to bat for me but the ownership was firm in their decision to do nothing. (JC,F,36,3)	Benefits. Compensation. Cost of living.
h. Nothing. The school was where it was...right in the middle of the city. The city was huge so you couldn't live outside the city and commute. Weekends were a hassle to travel in or out of the city so you really felt stuck there. I felt like I was living one vacation to the next, which made work tough to get through. (SS,F,36,4)	Location of school.
i. Maybe more money could have delayed us leaving. Also more support for my oldest son. When we decided to leave it was like we had had enough of a good experience. We made new friends, travelled a lot and accomplished a bunch in four years. I think it was long enough and we were just ready to go home. (SR,M,38,4)	Compensation. Support for children in family.
j. Maybe a jet plane to commute to work...all kidding aside there wasn't anything they could of done to keep me and the family there. We doubled the contract stay and really had a great time but it was time to go back home and begin a new chapter in our lives. (AR,F,31,4)	Time to go.

<p>k. Nothing could be done.... We (my husband and I) felt pretty strongly about going back home. It wasn't as much about what was going on at the school as it was what was going on at home. We needed to get back to help take care of our elderly family members. It was as simple as that. (JK,F,48,11)</p>	<p>Family at home.</p>
<p>l. I might of considered staying if the benefits package was increased and they actually had professional development. The housing money was really tight. Actually you made enough money to break even and that was about it. They would have to throw in a transportation stipend of some sort as well. With the low amount of salary plus high rents, you were pretty much stuck in the dull city with not too many other options to pursue in terms of quality of life....it was sad. (MO,F,34,3)</p>	<p>Benefits at work. Cost of living. Professional development. City was boring.</p>
<p>m. Been honest with my husband and I at the interview. We were just excited to go to _____ and for us both to be employed was seen as a great positive. The workload gave us no time to appreciate where we were and what we were doing. They could have created a reasonable schedule that supported teachers and students alike. It was so overwhelming that the staff were too tired to complain. You can't work someone six days straight and think they are going to provide you with their best effort on a daily basis. It was absolutely unreasonable. (SD,F,34,1)</p>	<p>Workload concerns.</p>
<p>n. I think if the workload was reasonable (similar to stateside work expectations) and some form of mediation in my department, we would still be there. The students were nice, the families seemed caring but the school was unrealistic in its expectations of employees and the people I worked with were simply unkind. I would say the best decision we made was to return to the states and start our lives over again because there just wasn't going to be a change in the approach at _____. (BD,M,37,1)</p>	<p>Workload concerns. Work environment (peers).</p>

## 2. What might the international school have done to retain your services?

Code(s)	Theme(s)	Categories
(Yes) Family at home, Retirement, Benefits at work.	Family, Retirement, Benefits	Yes. PF, PF, Other
(Yes) Board/Management concerns. Student behavior. Leadership concerns.	Leadership, Student Discipline, Leadership	Yes. AL, SD, AL
(No) Location crime.	Host Country safety	No. HC
(Yes) Compensation. Benefits at work. Low academic rigor.	Compensation, Benefits, Academic standards	Yes. CO, Other, AS
(No) Compensation. Benefits at work. Possibility of promotion. Leadership concerns.	Compensation, Benefits, Promotion, Leadership	No. CO, Other, PA, AL
(No) Leadership concerns. Safety concerns in city.	Leadership, Host Country Safety	No. AL, HC
(Yes) Benefits from work. Compensation. Cost of living.	Benefits. Compensation. Cost of living.	Yes. Other, CO, HC
(No) Location of school was unpleasant.	Other (School location)	No. HC
(No) Compensation. Support for children in family.	Compensation, Family	No. CO, PF
(No) Time to go.	Time	No. PF
(No) Family at home.	Family	No. PF
(Yes) Benefits at work. Cost of living. Professional development. City was boring.	Benefits, Compensation, Host country econ, Professional development, City boring	Yes. Other, CO, HC, WC, HC
(Yes) Workload concerns.	Workload	Yes. WC
(Yes) Workload concerns. Work environment (peers).	Workload, Working Conditions	Yes. WC, WC

3. What changed from the time you signed the contract with the international school to the point where you decided it was time to leave the position?

Sentence	Code(s)
a. We were always losing staff...teaching and administration. People would leave after one year and the school director didn't seem to care, nor the board. Money was being used to support growth in construction and athletics. Academics were definitely secondary. (TZ,M,40,5)	Staff turnover. Management concerns. Finance decisions.
b. Leadership was invisible. Student behavior grew more and more brazen. The students suggested that they ruled the school. With the support of their parents and the board they did. When I first arrived it was a school with a few issues. When I left the school sadly represented the unsafe neighborhoods it resided in. (TZ,F,40,5)	Leadership concerns. Student discipline. Safety in city.
c. We knew going in that it was a tough situation but there was no chance to make a difference. The level of dysfunction and oppression in the country was overwhelming and difficult to see yourself working for very long in the school. Take away the crime, it would have been something to strive toward to help people who really wanted change in the country. But the criminals run the country. (FG,M,41,1)	Safety in community.
d. I was hopeful that benefits would be extended and pay increased after 2 years. That would of taken a lot of pressure off the fact that my soon to be husband wasn't able to find work. There just wasn't a reason to stay on without some form of financial incentive (FA,F,29,2)	Compensation concerns. Benefits discontinued. Family concerns.
e. When I first entered the school I looked up to the school leadership and hoped to exceed my contractual obligations. Somewhere during my first year I could see the leadership was pretty clueless and the compensation package was really	Leadership concerns. Compensation low.

<p>low in regards to what it cost to live in the city. Being 27 I was pretty naïve to what I should of negotiated for in the first place.(WC,M,27,2)</p>	<p>Cost of living high.</p>
<p>f. I was hired by a really motivated and friendly person. When I arrived at the school to begin work, she was gone. On top of that they never put anyone in her place. It was dysfunctional from the start in the school and the city was impossible. (JR,F,36,2)</p>	<p>Leadership changes. City safety.</p>
<p>g. I lost my benefits after the 5 year mark. No more housing stipend and I needed to become a citizen to continue with my health benefits. I was aware of this at the time of hiring but was hopeful the company would continue with the housing benefits and increase my pay so I could pay for health insurance but that didn't occur. So it forced me to leave something I really loved doing and a community I felt really connected too. (JC,F,36,3)</p>	<p>Lost benefits. No increase in compensation to compensate for lost benefits.</p>
<p>h. The school itself showed improvements with better PLC's, school schedules and facilities. There was a salary devaluation which was a bit of a problem and reinforced the fact that it was time to look for other options. Other than that the school and surrounding community was status quo while I worked and lived there. (SS,F,36,4)</p>	<p>Improved PLC, schedules and facilities. Devaluation of money.</p>
<p>i. I think I simply missed my family and my home. Things you take for granted when you can speak the language and simply walk or get in the car and get things done without being nervous. I wouldn't of known this without living in _____so that I am appreciative of. The school and community of _____stayed the same. It was just me realizing I missed home. (SR,M,38,4)</p>	<p>Family. Homesick. Anxious in home country.</p>
<p>j. Time passed on and my husband and son had strong feelings and reasons to go back home to the _____. The school and those I worked for were great but family is family and I love being home as</p>	<p>Family.</p>

<p>well so I felt lucky to have the four years at _____ and to be leaving for positive reasons. (AR,F,31,4)</p>	
<p>k. We were there for quite a while. Over the years we had 2 head directors and 3 different school administrators. The school population doubled in size. Concern over testing became a big deal at the school. Family members back home got older and needed our help. Like I said we were there a long time so you would think there would be quite a bit of changing going on. (JK,F,48,11)</p>	<p>Leadership changes. School growth. School philosophy (curriculum vs. testing). Family.</p>
<p>l. Professionally I should have figured early on that the growth curve was pretty low at the school. The teachers weren't interested in expanding the opportunity for a set PLC. The school leadership had no interest in professional development for the staff. It was really a situation where you either were happy where the school was at in terms of the teaching profession or you were frustrated and packed things up. I was also signed up to work with younger elementary students but due to staffing issues they moved me to work with 5<sup>th</sup> graders which was a bit of a challenge for me. (MO,F,34,3)</p>	<p>No PLC. Grade level assignment.</p>
<p>m. We signed at the job fair and we were so excited but really naïve. We really thought this was going to be a possible long term gig. We thought we would have plenty of time to enjoy the local culture and travel and take advantage of our placement but within the first week we knew that was not the case with the workload expectations. We held on to hope that things would improve but they never did. It was really disconcerting to us as a family and to me as a professional. (SD,F,34,1)</p>	<p>Workload increase.</p>
<p>n. I think from the time we arrived we were in a situation on non stop work which was a bit overwhelming. We expected more time to see _____ and travel around. I also was immediately hit with an "outsider" or "not welcome" feeling by the locals in my teaching department (Math). The</p>	<p>Workload. Conflicts with co-workers.</p>



ice there never thawed and made matters much more stressful in terms of the decision we made and the level of investment we had going into the experience quickly dissipated. We went from a complete commitment to this was a huge mistake in a few short months based on the workload for both of us and the relations I had with my coworkers. (BD,M,37,1)	
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3. What changed from the time you signed the contract with the international school to the point where you decided it was time to leave the position?

Code(s)	Theme(s)	Categories
Staff turnover. Management concerns. Finance decisions.	Working conditions, Leadership, Finance Decisions	WC, AL, WC
Leadership concerns. Student discipline. Safety in city.	Leadership, student discipline, Host country safety	AL, SD, HC
Safety in community.	Host country safety	HC
Compensation concerns. Benefits discontinued. Family concerns.	Compensation, Benefits, Family	CO, Other, PF
Leadership concerns. Compensation low. Cost of living high.	Leadership, compensation, Host country econ	AL, CO, HC
Leadership changes. City safety.	Leadership, Host city safety	AL, HC
Lost benefits. No increase in compensation to compensate for lost benefits.	Benefits, Compensation	Other, CO
Improved PLC, schedules and facilities. Devaluation of money.	Professional development, Working Conditions, Host Country econ	WC, WC, HC
Family. Homesick. Anxious in home country.	Family, Homesick, Home country concerns	PF, PF, HC
Family.	Family	PF
Leadership changes. School growth. School philosophy (curriculum vs. testing). Family.	Leadership, Working conditions, Other (school mission), Family	AL, WC, Other, PF
No PLC. Grade level assignment.	Professional development, Job position	Other, WC

Workload increase.	Workload	WC
Workload. Conflicts with co-workers.	Workload, Co-worker conflict	WC, WC

4. Was there anything you could have done to change your decision to stay at the reported international school?

Sentence	Code(s)
a. My mind was made up as soon as one of my family members got ill. It was tough to finish out the year at the school but as soon as it was over I went back home. It was a good decision for me and the family. They could have offered more money or extended benefits and I still would have gone home. (TZ,M,40,5)	No...health of family back home important.
b. I went home to support my husband and family. If the school had actually set up the people and school to support teachers and safety and rules in the school then maybe I would have had second thoughts. My husband was done so as a family we were going regardless of what they would have offered me....but it would have been good for the school and students if they had done what was needed to stabilize the situation. (TZ,F,40,5)	No. Family. Leadership and safety at the school.
c. No. The country is a sad mess. Had I known in the beginning I probably would not of gone for the 1 year I did. Just too many concerns for the wellbeing of your spouse, friends and self. (FG,M,41,1)	No. City safety.
d. I don't think I had much control over the situation. I tried to work with the school and help my husband find work but really there wasn't anything I could do. (FA,F,29,2)	No. Employment for spouse.
e. No the school was set in their ways and weren't going to pay me more, nor offer me	No. No extra pay/benefits.

<p>a position which would concede more money and benefits. I would have also had to continue to work for the middle school leadership which was really incompetent. I really don't think there was anything I could have done. (WC,M,27,2)</p>	<p>Leadership incompetent.</p>
<p>f. No. I tried to control what I could inside the school but being a first year teacher there is little you can do with a lack of leadership. The situation outside the school was definitely out of anyone's control. (JR,F,36,2)</p>	<p>No. Poor leadership in school. City unsafe.</p>
<p>g. No. I tried to convince them I was worth the extension of my benefits but they were firm stating they needed to be consistent to be fair to all employees and the school. (JC,F,36,3)</p>	<p>No. benefits expired.</p>
<p>h. I don't think so but looking back I could have made it easier on myself if I was more advanced in the local language. In the city there are many things to do but the ability to communicate with local people increases your opportunities to encounter these many things. My language skills were enough for me to survive but not enough to expand my world in terms of where I was living...maybe it could have made a difference. (SS,F,36,4)</p>	<p>Language acquisition/expansion.</p>
<p>i. I think we should have decided to work at a less urban school overseas. It was a rough transition to the metropolitan world and our adolescent son really struggled with the change. We did travel extensively on weekend and vacations outside the city but the day to day grind was a difficult change for us and what we were accustomed to. (SR,M,38,4)</p>	<p>Chose to work in less urban location. Son struggled.</p>
<p>j. Well I was not alone on the decision to leave. I would have liked staying for more time but the rest of my family had had enough. I was ready to have a second child and where we were I'm not so sure that</p>	<p>No. Family decision</p>

<p>would have worked out either. As far as what I could have done to change the decision to stay I really can't think of anything that would of changed the rest of the family's minds to stay. (AR,F,31,4)</p>	
<p>k. No. I think we went through all the options to figure out if we should stay but we needed to go home. We really missed the family and the school was changing in a way that was not good for us and our personal philosophy toward education. There was too many good reasons for us to return to the _____. It worked out for the best for me and the family. (JK,F,48,11)</p>	<p>No. Getting home was primary focus.</p>
<p>l. I think I should have been more aggressive in my pursuit of another degree or credential while I was there. At least I should have focused on PYP training to feel like I was getting something out of this experience. I don't think it would have extended my stay but it would have improved my outlook on things and distracted me from some of the negative stuff going on. (MO,F,34,3)</p>	<p>Personal/Professional development.</p>
<p>m. We should have asked about the school, the schedule, workloads and other items like talking to present and past employees. We approached the situation as young adults rather than as a very serious business transaction and that led us to a very difficult learning experience. I think I should have requested teaching 1<sup>st</sup> grade instead of 3<sup>rd</sup> grade as my son had the first grade schedule and it was fewer hours for me as a teacher. But my husband was working a schedule different than mine so it was a big mess that never really was going to resolve itself. (SD,F,34,1)</p>	<p>Understood assignment and workload.</p>
<p>n. I tried to assimilate with the other math teachers but the locale guys were not interested in me or what I had to offer as a</p>	<p>Attempted to work with coworkers but without success.</p>

teacher. The administration was of no help in mediating the issue so it really was a mute point.... I tried to make inroads and connect with the other teachers but they were not interested in the slightest bit. It was the weirdest professional situation I have ever been involved in all my life. (BD,M,37,1)	
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4. Was there anything you could have done to change your decision to stay at the reported international school?

Code(s)	Theme(s)	Categories
No...health of family back home important.	Family	No. PF
No. Family. Leadership and safety at the school.	Family, Leadership, Home country safety	No. PF, AL, HC
No. City safety.	Home country safety	No. HC
No. Employment for spouse.	Family	No. PF
No. No extra pay/benefits. Leadership incompetent.	Compensation, Benefits, Leadership	No. CO, Other, AL
No. Poor leadership in school. City unsafe.	Leadership, home country safety	No. AL, HC
No. benefits expired.	Benefits	No. Other
Language acquisition/expansion.	Language	Yes. Other
Chose to work in less urban location. Son struggled.	Urban environment, Family	Yes. HC, PF
No. Family decision	Family	No. PF
No. Getting home was primary focus.	Family	No. PF
Personal/Professional development.	Personal, Professional development	Yes. PF, WC
Understood assignment and workload.	Work Load	Yes. WC
Attempted to work with coworkers but without success.	Co Workers negative	Yes. WC

5. Would you ever consider returning to your past position of employment in the reported international school? If yes please explain.

Sentence	Code(s)
a. No. I'm glad to be home. My kids are happy and my wife and I work at really nice schools now. Maybe when I retire but probably a different country/school as the country we were in was very small and we had seen all that there was to see. (TZ,M,40,5)	No. Happy with current location and profession.Family
b. No. Due to the management and board structure. Also I have other countries I would love to work and travel to in the future. I have been told by friends that things haven't changed much in the school we were at and that management is essentially the board. Bad mix of a lack of objectivity and politics. (TZ,F,40,5)	No. Management concerns.
c. No. The city is in the news quite often for all the wrong reasons so things have gotten worse. Hard to believe. (FG,M,41,1)	No. Safety in city.
d. Yes. I would go back but lots of things would need to change like: The salary and benefits need to be extended as an incentive to stay...in fact salaries need to be risen to compete with other international schools. I would also need to be assured that my husband would be employed. Finally the level of academic rigor would need to be upgraded with other international schools. (FA,F,29,2)	Salary and benefits extension and raise. Spouse employment. Increase academic rigor.
e. No. Lots of reasons not to go back and to many supporting me to go elsewhere with my career. To go back now would be to settle for low compensation, and no possibility to grow as a professional. (WC,M,27,2)	No. Low pay and no Professional development.
f. No. Due to safety in the city and at times in the school.....The school experience was a let down and the living experience was a complete disaster. There would never be a consideration to even travel within the borders of the country....which is really	No. Safety issues restricted positive experience.

<p>sad because the teachers I worked with were very nice people whom I considered my friends. (JR,F,36,2)</p>	
<p>g. Yes if there were changes made to the pay, benefits and retirement options. It seems counterintuitive to give people less after they have been with the company and contributed positively for over 5 years but that was the set up that led me away. As I mentioned earlier I would have stayed if they retained my housing stipend and health benefits. (JC,F,36,3)</p>	<p>Pay, benefits and retirement system put in place as incentive to stay.</p>
<p>h. No. The city was so overwhelming and essentially that is where the school is and where one has to live so as I mentioned earlier it was time for me to leave. The school itself and the people there were great... I think I'm more suited for a suburban atmosphere. (SS,F,36,4)</p>	<p>No. City environment difficult.</p>
<p>i. Maybe. Once my family life here in the states slowed down and my career at the current school I'm working at was winding down I would have an interest in working abroad again. I'm not sure it would be at _____, but maybe somewhere else that was not so urban. It's hard to say with a 6 year old what you will be doing in the next ten to twenty years but I would never say never when it comes to working abroad in schools. (SR,M,38,4)</p>	<p>Less urban location.</p>
<p>j. Yes. I really enjoyed the experience working and living abroad. I think it would be a tougher decision for my husband who is also a teacher. So many great benefits to living and working overseas. Maybe one day we will decide to go back and take advantage of that opportunity. (AR,F,31,4)</p>	<p>If spouse was interested.</p>
<p>k. No. The school has really changed and most importantly the philosophical changes of ownership and administration would be tough to embrace. During my time it was more skills based with a holistic approach. Now they have moved to a more test prep base of teaching which I kind of get with SAT and other National testing requirements but I think it leaves a lot to be desired. (JK,F,48,11)</p>	<p>No. Leadership academic philosophy.</p>

l. No. There is no reason to return.....too much drama at the school and with the people who were running the school. The vibe in the city was really down and for me it was really a bad fit. I have found other places and schools which are a better fit. Especially when it comes to having enough money to live a life outside of work. The city has to offer you that life and you need to be able to afford it. (MO,F,34,3)	No. Leadership concerns. Coworker concerns. Low compensation. High cost of living.
m. I really loved the country and the students. Its just that the schedule was impossible. A regular school day schedule with US based holidays and times off would of made all the difference in the world. To travel all that way only to work, when the country had so much to offer was really a shame. (SD,F,34,1)	Workload decrease.
n. No. The kids in the school were nice and the country was great but the school was completely unrealistic and the staff were so unhelpful I would not want to face that scenario again. No increase in pay or time off would coerce me to go back to that school to work for them. (BD,M,37,1)	No.Coworkers difficult. School expectations difficult.

5. Would you ever consider returning to your past position of employment in the reported international school? If yes please explain.

Code(s)	Theme(s)	Categories
No. Happy with current location and profession. Family	No. Working Conditions and Family.	No. WC, PF
No. Management concerns.	No. Leadership	No. AL
No. Safety in city.	No. Host country concerns	No. HC
Salary and benefits extension and raise. Spouse employment. Increase academic rigor.	Yes. Compensation, Benefits, Academic standards, Family	Yes. CO, Other, AS, PF
No. Low pay and no Professional development	No. Compensation and no	No. CO, WC



	professional development	
No. Safety issues restricted positive experience.	No. Host country safety	No. HC
Pay, benefits and retirement system put in place as incentive to stay.	Yes. Compensation, Benefits, Retirement.	Yes. CO, Other, PF
No. City environment difficult.	No. Host country environment	No. HC
Less urban location.	Yes. Host country environment	Yes. HC
If spouse was interested.	Yes. Family	Yes. PF
No. Leadership, academic philosophy.	No. Leadership, school mission	No. AL, Other
No. Leadership concerns. Coworker concerns. Low compensation. High cost of living.	No. Leadership, Co-workers, Compensation, Host country econ	No. AL, WC, CO, HC
Workload decrease.	Yes. Workload	Yes. WC
No. Co-Workers. Workload.	No. Peers, Workload	No. WC, WC